ECLECTIC EDUCATIONAL SERIES.

# McGUFFEY'S

# ECLECTIC THIRD READER:

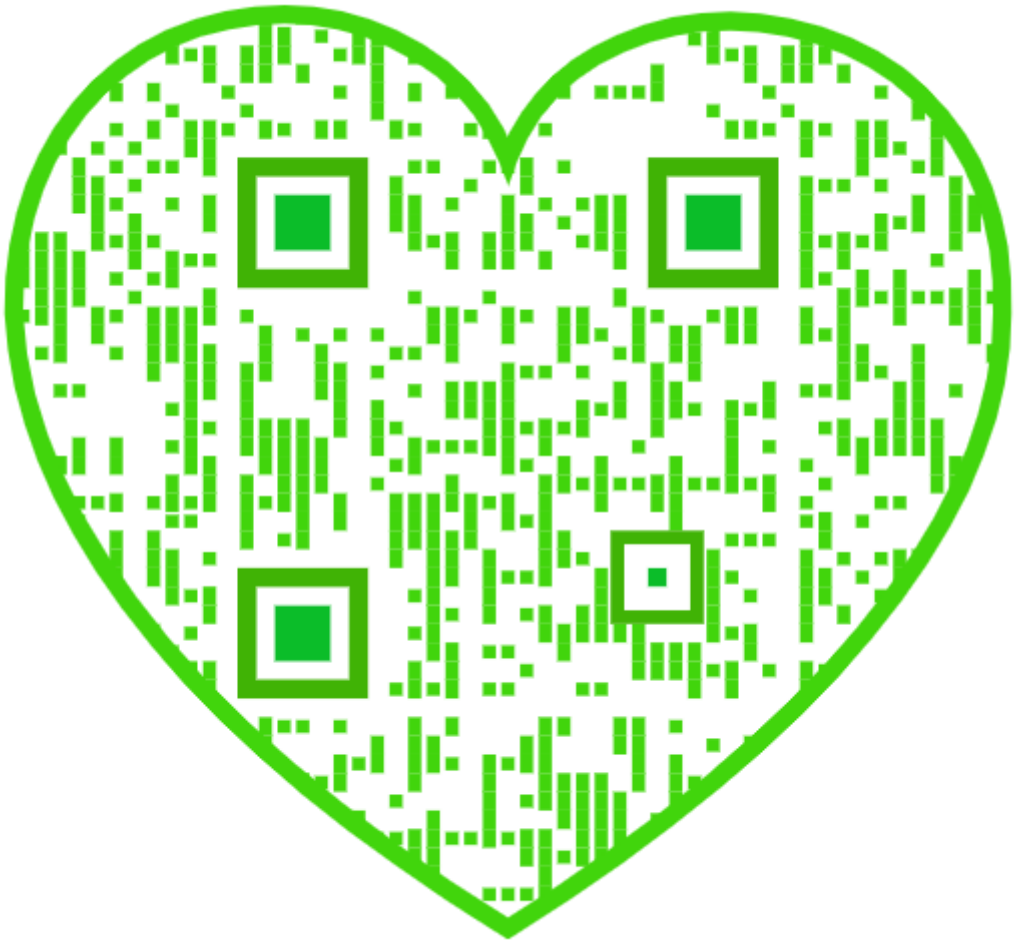
CONTAINING

## LESSONS IN PROSE AND POETRY.

By Wm. H. McGUFFEY, LL. D.

PERMANENT STEREOTYPE EDITION.

CINCINNATI:
SARGENT, WILSON & HINKLE.
NEW YORK: CLARK & MAYNARD.



THE LIBRARY OF THE
UNIVERSITY OF
NORTH CAROLINA

PRESENTED BY

Robert M. Lester

ROBERT M. LEGTE
P. O. Box 427
Chapel Hill, N. C.

Ann E Whitsun 1892

March 7th 17

Digitized by the Internet Archive
in 2012 with funding from
University of North Carolina at Chapel Hill

http://archive.org/details/mcguffeysnewlyremcgu

ECLECTIC EDUCATIONAL SERIES.

# McGUFFEY'S

NEWLY REVISED

# ECLECTIC THIRD READER,

CONTAINING

## SELECTIONS IN PROSE AND POETRY,

WITH

## RULES FOR READING;

AND

## EXERCISES IN ARTICULATION, DEFINING, ETC.

Revised and Improved.

By Wm. H. McGUFFEY, L. L. D.

REVISED ELECTROTYPE EDITION.

CINCINNATI:
SARGENT, WILSON & HINKLE.
NEW YORK: CLARK & MAYNARD.

FROM THE AMERICAN ANNALS OF EDUCATION.

"THE ECLECTIC SYSTEM aims at embodying all the valuable principles of previous systems, without adhering slavishly to the dictates of any master, or the views of any party. The leading principle of this system is, that the child should be regarded, not as a mere recipient of the ideas of others, but as an agent capable of collecting, and originating, and producing most of the ideas which are necessary for its education, when presented with the objects or the facts from which they may be derived. While, on the one hand, the pupil is not reduced to a mere machine, we should carefully avoid the other extreme into which some have fallen, of leaving him to wander indefinitely in search of truth, in order to secure the merit of discovery."

---

Entered according to the Act of Congress, in the year Eighteen Hundred and Fifty-Three, by WINTHROP B. SMITH, in the Clerk's Office of the District Court of the United States, for the District of Ohio.

---

FROM THE EDUCATION REPORTER.

Among the duties of the guardians of Public Education, it is one thing to provide the ways and means in support of the cause, another to obtain competent teachers; and last, to furnish them, as you would the mechanic or artist, if you would expect the best result from their labors, with proper *tools* and *materials:* that is to say, with the *best books.* Money lavished in the purchase of inferior books, is not only lost, but that time, which is the most *precious* to the young for improvement, is gone, and can not be redeemed. McGuffey's Eclectic Readers are entitled to the approbation of *all* who wish *good Books.*

Electrotyped at the Franklin Type Foundry,
Cincinnati, Ohio.

# PREFACE.

THIS book is intended as a regular successor to the "Eclectic Second Reader;" and to such other lessons in reading and spelling as form an *equivalent* to the first and second volumes in the "Eclectic Series."

Teachers, however, and pupils also, will find it best to use the series entire, as the several numbers are constructed on a uniform plan, and involve an *identity of principle* in more respects than would readily occur to a superficial observer.

To those who may have used the Readers intended to precede the present work, little need be said in explanation of the method pursued in the arrangement of this volume. It only carries out still further the principles on which they were composed, and which will be found to characterize the Fourth Reader.

In making his selections, the Compiler has drawn from the purest fountains of English literature, and has aimed to combine *simplicity* with *sense*, *elegance* with *simplicity*, and PIETY with both, so far as these qualities *can* be combined with that which is transferable to a printed page.

For the copious extracts made from the Sacred Scriptures, he makes no apology. Indeed, upon a review of the work, he is not sure but an apology may be due for his not having still more liberally transferred to his pages, the chaste simplicity, the thrilling pathos, the living descriptions, and the matchless sublimity of the sacred writings.

☞ The rapid sale of the series gives additional confidence both in the principles and plan of arrangement. The renewal of the stereotype plates has furnished an opportunity of *thoroughly* revising, improving, and enlarging the work. This thorough revision has been very carefully made; and the large amount of new matter which has been added, will, it is hoped, render the book still more worthy of the approbation of EDUCATORS.

# CONTENTS.


| | PAGE. |
|---|---|
| Stops used in Reading and Writing | 8 |
| Articulation | 8 to 21 |
| Suggestions to Teachers | 22 |


## PROSE LESSONS.


| LESSON. | | | PAGE. |
|---|---|---|---|
| 1 | Harry and his Dog,—*with an engraving* | *Miss Milford.* | 23 |
| 2 | Perseverance | *Charlotte Elizabeth.* | 27 |
| 4 | The Peaches | *Krummacher.* | 31 |
| 5 | The Little Philosopher | *Dr. Aiken.* | 33 |
| 7 | The Song of the Dying Swan | *Todd.* | 38 |
| 9 | Knowledge is Power | *Anonymous.* | 42 |
| 10 | The Nettle | *Dr. Walsh.* | 44 |
| 11 | The Horse,—*with an engraving* | *Bingley.* | 46 |
| 13 | Effects of Rashness | *Anonymous.* | 52 |
| 14 | The Consequences of Idleness | *Abbott.* | 55 |
| 15 | Advantages of Industry | *do.* | 58 |
| 16 | The Colonist | *Dr. Aikin.* | 61 |
| 17 | Alexander the Great | *Anonymous.* | 65 |
| 19 | Things by their Right Names | *Jane Taylor.* | 71 |
| 20 | The Eagle,—*with an engraving* | *Compiled.* | 73 |
| 21 | The Old Eagle Tree | *Todd.* | 75 |
| 22 | Conflagration of an Amphitheater | *Croly.* | 77 |
| 23 | The Way to be Happy | *Child at Home.* | 80 |
| 25 | How a Fly Walks on the Ceiling | *Pearl.* | 85 |
| 26 | A Contest with Tigers,—*with an engraving* | *Ed. Lit. Journal.* | 89 |
| 27 | The Thunder Storm | *Scrap Book.* | 93 |
| 30 | Murderer's Creek | *Paulding.* | 100 |
| 31 | The Lion,—*with an engraving* | *Compiled.* | 104 |
| 32 | Short Sentences | *John Mason.* | 109 |
| 33 | Musical Mice | *German Stories* | 111 |
| 34 | Character of Jesus Christ | *Bishop Porteus.* | 114 |
| 36 | The Golden Rule | *Mrs. Embury.* | 117 |
| 37 | The Elephant,—*with an engraving* | *Compiled.* | 120 |
| 38 | The Lost Child | *Abbott.* | 123 |
| 40 | Little Victories | *Miss Martineau.* | 128 |
| 41 | Extract from the Sermon on the Mount | *Bible.* | 134 |
| 42 | Stories about the Bear,—*with an engraving* | *Anonymous.* | 137 |
| 43 | The Rainbow | *Sturm.* | 141 |
| 45 | A Wonderful Instrument | *Jane Taylor.* | 145 |
| 46 | Solomon's Wise Choice | *Bible.* | 148 |

| LESSON. | | PAGE. |
|---|---|---|
| 47 | The Noblest Revenge | *Eng. Magazine.* 150 |
| 48 | Character of the Icelanders | *Henderson.* 154 |
| 50 | Bonaparte Crossing the Alps,—*with an engraving* | *Scott.* 159 |
| 51 | Description of Pompey's Pillar | *Irving.* 162 |
| 52 | Anecdotes of Birds | *Hall.* 165 |
| 54 | The Goodness of God | *Bible.* 170 |
| 55 | Works of the Coral Insect | *Univ. Review.* 172 |
| 57 | Giraffe,—*with an engraving* | *Compiled.* 177 |
| 59 | Value of Time and Knowledge | *Hawes.* 182 |
| 61 | Consequences of Bad Spelling | *London Gift.* 187 |
| 62 | Bad Spelling, *continued* | *do.* 190 |
| 63 | The Importance of Well Spent Youth | *Y. Magazine.* 192 |
| 65 | Metaphysics | *Anonymous.* 195 |
| 66 | The World of Chance | *Todd.* 197 |
| 67 | The World of Chance, *continued* | *do.* 200 |
| 68 | The Wild Goose,—*with an engraving* | *Book of Animals.* 203 |
| 69 | Difference between Man and the Inferior Animals | *Jane Taylor.* 206 |
| 71 | The Generous Russian Peasant | *Karamsin.* 210 |
| 73 | Touch Not—Taste Not—Handle Not | *Beecher.* 214 |
| 77 | Gospel Invitation | *Isaiah* lv. 222 |


## POETICAL LESSONS.


| LESSON. | | PAGE. |
|---|---|---|
| 3 | Try, Try Again | *Palmer.* 29 |
| 6 | We are Seven | *Wordsworth.* 35 |
| 8 | Children's Wishes | *Mrs. Gilman.* 40 |
| 12 | Christian Light and Hope | *Bowring.* 50 |
| 18 | The Child's Inquiry | *Anonymous.* 68 |
| 24 | Hollow, Hollow | *Anonymous.* 83 |
| 28 | The Thunder Storm | *Mrs. Hemans.* 97 |
| 29 | The Sky Lark | *Mrs. Hemans.* 99 |
| 35 | Passing Away | *Mrs. Hemans.* 115 |
| 39 | The Dead Mother | *Anonymous.* 126 |
| 44 | The Rainbow | *Campbell.* 142 |
| 49 | Freaks of the Frost | *Miss Gould.* 157 |
| 53 | The Boy and Butterfly | *Mrs. Wilson.* 168 |
| 56 | The Coral Insect | *Mrs. Sigourney.* 175 |
| 58 | Consolation of Religion to the Poor | *Percival.* 180 |
| 60 | The Knell of Time | *Anonymous.* 185 |
| 64 | The Moss Covered Bucket | *Woodworth.* 194 |
| 70 | The Winter King | *Miss Gould.* 208 |
| 72 | A Mother's Gift | *W. Ferguson.* 212 |
| 74 | The Festal Board | *Anonymous.* 217 |
| 75 | Awake, Zion | *Isaiah* iii. 219 |
| 76 | The Destruction of Sennacherib | *Byron.* 221 |
| 78 | On Prayer | *Literary Journal.* 224 |
| 79 | The Dying Boy | *Mrs. Sigourney.* 225 |

# STOPS USED IN READING AND WRITING.

TO BE COMMITTED TO MEMORY BY THE PUPIL.

PUNCTUATION is designed to assist the reader to discern the grammatical construction, to relieve the voice, and to add force and clearness to expression.

A *Comma* [ , ] is the shortest pause, and the voice should stop, the time of pronouncing one syllable.

A *Semicolon* [ ; ] requires that the reader's voice should stop, about the time of pronouncing two syllables.

A *Colon* [ : ] is a pause, at which the reader's voice should stop, the time of pronouncing four syllables.

A *Period* [ . ] is a full stop, requiring, generally, a depression of the voice, and the reader's voice should stop, the time of pronouncing six syllables.

A note of *Interrogation* [ ? ] shows that a question is asked, and the sentence preceding it should be closed with a raised or elevated tone of voice, except when a question is asked by *who, which, what, how, why, when, where, wherefore,* which sentences should be read with a depression of the voice at the end of them.

A note of *Exclamation* [ ! ] is a mark of wonder, surprise, or admiration. The reader's voice should stop as long at a note of exclamation and interrogation as at a colon.

A *Hyphen* [ - ] is used in connecting compound words; it is also used when a word is divided, and the former part of the word is written at the end of one line, and the latter part of it at the beginning of another. In this case, it always should be placed at the end of the first line.

A *Parenthesis* ( ) includes something explanatory, which, if omitted, would not obscure the sense. The words included in parentheses should be read with a weaker tone of voice than the rest of the sentence.

An *Apostrophe* [ ' ] is used to show the possessive case, as a *man's* property. It is likewise used to show that some letter or letters are omitted, as *lov'd* for *loved*, *'t is* for *it is*, &c.

An *Asterisk*, [ * ] *Obelisk*, [ † ] *Parallels*, [ ‖ ], and many other marks, are used to direct the reader to some note or remark in the margin, or at the bottom of a page.

A *Caret* [ ʌ ] is used in writing, to show that some letter or word has been omitted through mistake. In this case, the letter or word should be inserted above the line, and the caret under it; thus, man$_{\text{ʌ}}^{\text{n}}$er ; I love $_{\text{ʌ}}^{\text{her}}$ for her modesty and virtue.

A *Quotation* [ " " ] is two inverted commas, placed at the beginning of a passage, which is quoted from some other author, and two apostrophes, placed at the conclusion of it; as, " *The proper study of mankind is man.*"

A *Section* [ § ] is used to divide a discourse or chapter into parts.

An *Index* or *Hand* [ ☞ ] points out a remarkable passage, or something that requires particular attention.

A *Paragraph* [ ¶ ] denotes the beginning of a new subject.

The *Crotchets* [ ] include a word or sentence, which is intended to exemplify the foregoing sentence, or which is intended to supply some deficiency, or rectify some mistake.

An *Ellipsis* [ — ] is used when some letters in a word are omitted ; as *k—g* for *king;* it is also used to denote an uncertain pause only ; it is then called a *dash.*

A *Brace* [ } ] is used to connect several lines or words together.

A *Diæresis* [ ¨ ] is put over the latter of two vowels, to show that they belong to two distinct syllables ; thus, *Creätor.*

A *Capital Letter* should begin the first word of every book, chapter, letter, note, or any other piece of writing ; the first word after a period ; the appellations of the Deity, as *Lord, Jehovah, God, Messiah;* proper names of persons, places, mountains, rivers, ships, &c., as *George, York, Alps,* &c. ; every line in poetry ; the pronoun I, and the interjection O ; every substantial and principal word in the titles of books, as *Eclectic* Reader.

# ARTICULATION.

Distinct and correct Articulation lies at the foundation of all excellence in reading, conversation, and public speaking.

That there is a great and general defect in *early education*, in this particular, all who are acquainted with the subject, will bear testimony. The remedy should be applied where the evil commences. The faculty of articulating distinctly, and of pronouncing correctly, may be acquired with as much certainty as that of spelling, requiring, for this purpose, merely the same degree of attention.

This is pre-eminently a branch, which can be taught only by example. The teacher's voice must be the model, and the pupil must imitate him, and practice, in this way, must be persevered in, until the object is accomplished.

Varied and numerous Exercises on vowel and consonant sounds are given here and in the body of the book, a careful, repeated, and persevering practice of which, will, it is believed, abundantly reward the teacher and the learner.

---

## EXERCISE I.

### VOWEL SOUNDS.

Let the teacher utter each word and then its vowel sound, and let the pupil imitate him *closely* and *carefully:* thus,

Mate, $\overset{1}{a}$: Rate, $\overset{1}{a}$: Man, $\overset{2}{a}$: Far, $\overset{3}{a}$. &c.

[Note. This Key of the vowel sounds is the same as that contained in McGuffey's Eclectic Spelling Book.]

KEY TO THE VOWEL SOUNDS.

A

$\overset{1}{a}$. mate, rate, rain, say, they, feint, break, weigh.

$\overset{2}{a}$. man, ran, pan, tan, can, van, fan, shall.

$\overset{3}{a}$. far, star, ah, aunt, hard, heart, guard, psalm.

$\overset{4}{a}$. ball, talk, hall, pall, pause, saw, broad, fraud.

$\overset{5}{a}$. was, what. (The same as $\overset{2}{o}$ in not.)

## E

e. me, he, tree, sea, key, field, people, police.
e. met, set, bell, bread, dead, said, any, bury.
e. her, err. (The same nearly as i and u in sir, fur.)

## I

i. pine, fine, lie, sky, type, sleight, guise, aisle.
i. pin, pill, sin, guilt, been, busy, surfeit, sieve.
i. sir, bird. (The same, nearly, as e, u, in her, fur.)

Y as a vowel has throughout the same sound as *I*.

## O

o. no, go, door, loam, toe, soul, though, bureau.
o. not, shot, blot, body. (The same as a in was.)
o. nor, cork, fork. (Nearly the same as a in fall.)
o. wolf, wool, hoof, roof. (The same as u in full.)
o. move, who, tool, fool, soup, shoe, canoe.
o. love, son, none, flood. (The same as u in tub.)

## U

u. rude, tube, plume, blue, juice, hew, lieu, fuel.
u. rub, tub, sun, such. (The same as o in ton.)
u. fur, curl, furl. (The same as e, i, in her, sir.)
u. full, pull, push, bush. (The same as o in wolf.)

## Oi, Oy. Ou, Ow.

oi. oil, boil, voice, noise, boy, coy, joy, toy.
ou. our, sour, ground, hound, owl, now, bow, how.

---

# EXERCISE II.

## CONSONANT SOUNDS.

(This exercise is in part a review of the instruction on this subject, contained in the Second Reader of this series.)

In these exercises, let the *sound* of each letter, as nearly as possible, be given, and not its *name: bad*, here, should not be

spelled in the usual manner, be-a-de, but b (the *sound* being given) a, (not a) d, (not *de*), bad. After thus articulating the *sounds*, pronounce each word forcibly and distinctly, the teacher leading, step by step, and the pupil imitating him. Silent letters are sometimes omitted, that the *sound* alone may occupy the mind.

B. Be, by, bo, boy, bow, bib, bob.

D. Dy, deed, did, dab, bad, bed, bid, bud, dub.

F. Fy, fib, fob, fed, buff, beef, dof, duff, fif.

G. Go, gad, gig, gaf, bag, beg, fog, fig, big, dig.

H. Ha, he, hi, how, hub, had, hag, hog, hug.

J. Jo, joy, gib, jig, gill, job, jag, jug, juj, fuj.

K. Kill, cat, cow, cob, bak, dik, cag, quit, quell.

L. Lo, lul, lol, lad, led, del, bil, hil, mil, sil, pil.

M. Me, my, mum, mad, mud, muf, mug, ham.

N. No, nu, now, nab, nod, nik, man, fan, can.

P. Pi, pe, pu, pop, pip, pig, pil, lip, nip, map.

R. Ri, ro, reer, rib, red, far, nor, her, fur, pur.

S. Sa, se, sad, sed, cil, fus, kis, las, mis, sis.

T. Te, ty, tat, tub, tug, hat, fat, cat, mat, tat.

V. Van, vat, duv, giv, hav, liv, luv, siv.

W. Wa, we, wo, web, wed, wod, wig, wel, wag.

Y. Ye, yu, yam, yon, yes, yet, yot, yel.

Z. Ze, zed, zag, buz, hiz, haz, woz, riz.

Sh. Shu, shad, shal, ship, dash, fish, lash, rash.

Zh. Zha, zhe, zhi, zho, zhu, zhoi, zhow.

Ch. Chid, chin, chop, chip, chat, rich, much, such.

Th. Thik, thin, duth, hath, pith, seth, rath.

Th. Thee, thy, tho, them, than, then, they.

Ng. Bang, ding, fang, gang, hang, king, pang.

Nk. Bank, kink, lank, pink, sank, sink, rank.

## EXERCISE III.

### CONSONANT SOUNDS COMBINED.

Utter the *sound* of the letters and pronounce *very distinctly.* The combined consonants should be uttered *together* and not *separately,* their *sound,* as nearly as possible being given and not the *names* of the letters. Thus, bred should not be spelled be-er-e-de, but br-e-d, bred. Some of the syllables are formed and spelled *arbitrarily,* that the sound of the letters may be more easily uttered. Double letters, as *ll, ff,* are sounded as single letters.

---

| | |
|---|---|
| Br. | Bred, brag, brig, brow, brat, brim. |
| Bz, bst. | Fibs, fibst: robs, robst: rubs, rubst, &c. |
| Bd, bdst. | Fib'd, fib'dst: rob'd, rob'dst: rub'd, &c. |
| Bl. | Bled, blab, bless, blow, bluff, blu. |
| Bl. | Fabl, stabl, nibbl, babbl, gobbl, hobbl. |
| Blz, blst. | Fabl's, fabl'st: stabl's, stabl'st: nibbl's. |
| Bld, bldst. | Fabl'd, fabl'dst: stabl'd, stabl'dst, &c. |

---

| | |
|---|---|
| Dr. | Drip, dril, drop, drag, drug, drum, dra. |
| Dz, dst. | Rids, ridst: adds, addst: sheds, shedst. |
| Dl. | Addl, paddl, saddl, peddl, fiddl, riddl. |
| Dlz, dlst. | Addl's, addl'st: paddl's, paddl'st: saddl's. |
| Dld. | Addl'd, paddl'd, saddl'd, peddl'd, fiddl'd. |

---

| | |
|---|---|
| Fr. | Fret, frog, fred, from, fril, frend. |
| Fs, tst. | Cufs, cufst: pufs, pufst: stufs, stufst. |
| Ft. | Lift, waft, raft, sift, drift, graft, rift. |
| Fts, ftst. | Lifts, liftst: wafts, waftst: rafts, raftst. |
| Fl. | Baffl, raffl, shuffl, muffl, ruffl, rifl, trifl. |

| | |
|---|---|
| Fls, flst. | Bafflˢ, baffl'st: raffl's, raffll'st: shuffl's. |
| Fld, fldst. | Bafflˢ'd, baffl'dst: raffl'd, raffl'dst: shuffl'd. |

| | |
|---|---|
| Gr. | Grot, grab, grim, grub, grin, grip. |
| Gz, gst. | Begs, beg'st: digs, dig'st: gags, gag'st. |
| Gd, gdst. | Beg'd, beg'dst: dig'd, dig'dst: gag'd. |
| Gl. | Higgl, giggl, joggl, boggl, juggl. |
| Glz, glst. | Higgl's, higgl'st: giggl's, giggl'st. |
| Gld, gldst. | Higgl'd, higgl'dst: giggl'd, giggl'dst. |

| | |
|---|---|
| Jd. | Juj'd, doj'd, hej'd, wej'd, rij'd, flej'd. |
| Kr. | Crum, crib, crag, cram, crop, cry, cro. |
| Kw, (qu). | Quit, quell, quip, quid, quick, quack. |
| Ks, kst. (x.) | Kicks, kick'st: mix, mixt: fix, fixt. |
| Kt, kts. | Act, acts: fact, facts: sect, sects. |
| Kl. | Club, clad, cliff, cackl, tackl, buckl. |
| Klz, klst. | Cackl's, cackl'st: tackl's, tackl'st. |
| Kld, kldst. | Cackl'd, cackl'dst: tackl'd, tackl'dst. |

| | |
|---|---|
| Lf. | Elf, pelf, self, shelf, gulf, sylph. |
| Ld. | Hold, fold, mold, yield, field, shield. |
| Ldz, ldst. | Holds, hold'st: folds, fold'st: molds. |
| Lz, lst. | Fills, fill'st: pulls, pull'st: drills, &c. |
| Lt, lts. | Melt, melts: pelt, pelts: tilt, tilts, &c. |
| Mz, mst. | Names, nam'st: tames, tam'st. |
| Md, mdst. | Nam'd, nam'dst: tam'd, tam'dst. |
| Nd. | Lend, bend, rend, mend, end, blend. |

| | |
|---|---|
| Ndz, ndst. | Lends, lend'st: bends, bend'st: sends. |
| Ndl. | Handl, kindl, fondl, trundl, dandl. |
| Ndlz, ndlst. | Handl's, handl'st: kindl's, kindl'st, &c. |
| Ndld, ndldst. | Handl'd, handl'dst: kindl'd, kindl'dst. |
| Nks, nkst. | Banks, bank'st: clanks, clank'st. |
| Nkd. | Bank'd, clank'd, wink'd, thank'd. |
| Nz, nst. | Wins, winst: sins, sinst: spins, spinst. |
| Nt, nts. | Hint, hints: print, prints: cent, cents. |
| Nch, nchd. | Pinch, pinch'd: flinch, flinch'd. |
| Ngz, ngd. | Hangs, hang'd: bangs, bang'd. |
| Nj, njd. | Range, rang'd: change, chang'd. |

---

| | |
|---|---|
| Pr. | Prim, prop, prat, prig, pride, prone. |
| Pl. | Plant, pluck, appl, grappl, crippl. |
| Ps, pst. | Nips, nipst: taps, tapst: claps, clapst. |
| Pt, pts. | Adopt, adopts: adept, adepts: accept. |
| Rj, rjd. | Merge, merg'd: urge, urg'd: charge. |
| Rd. | Card, curd, herd, ford, hord, bord. |
| Rdz, rdst. | Cards, card'st: curds, curd'st: herds. |
| Rk. | Bark, mark, hark, lurk, work, cork. |
| Rks, rkst. | Barks, bark'st: marks, mark'st: harks. |
| Rl. | Curl, furl, hurl, whirl, twirl, purl, &c. |
| Rlz, rlst. | Curls, curl'st: furls, furl'st: hurls, &c. |
| Rld, rldst. | Curl'd, curl'dst: furl'd, furl'dst: hurl'd. |

---

| | |
|---|---|
| Rm. | Arm, farm, harm, charm, term, form. |
| Rmz, rmst. | Arms, arm'st: farms, farm'st: harms. |
| Rmd, rmdst. | Arm'd, arm'dst: farm'd, farm'dst. |

| | |
|---|---|
| Rn. | Turn, churn, darn, warn, scorn. |
| Rnz, rnst. | Turns, turn'st: churns, churn'st. |
| Rnd, rndst. | Turn'd, turn'dst: churn'd, churn'dst. |
| Rt. | Hurt, dart, part, start, sort, girt. |
| Rts, rtst. | Hurts, hurt'st: darts, dart'st: parts, &c. |
| Rch, rchd. | Arch, arch'd: march, march'd: parch. |

---

| | |
|---|---|
| Sk. | Skip, skim, scab, scull, scum, scan. |
| " | Ask, task, mask, risk, whisk, frisk. |
| Sks. | Asks, tasks, masks, risks, whisks. |
| Skd, skst. | Ask'd, ask'st: task'd, task'st: mask'd. |
| Sp, sps. | Gasp, gasps: rasp, rasps: lisp, lisps. |
| Spd. | Gasp'd, rasp'd, lisp'd, clasp'd, crisp'd. |
| St, sts. | Nest, nests: chest, chests: crest, &c. |
| Sw. | Swim, swift, swig, swell, swill, swum. |
| Str. | Strap, strip, strop, stress, strut, strife. |

---

| | |
|---|---|
| Tl. | Rattl, tattl, nettl, settl, whittl, scuttl. |
| Tlz, tlst. | Rattl's, rattl'st: tattl's, tattl'st: nettl's. |
| Tld, tldst. | Rattl'd, rattl'dst: tattl'd, tattl'dst, &c. |
| Ts, tst. | Bets, bet'st: pits, pit'st: dots, dot'st. |
| Tw. | Twin, twirl, twice, twine. |
| Tr. | Trip, trot, trill, trod, trim, trap, tress. |
| Vz, vst. | Giv's, giv'st: lov's, lov'st: sav's, &c. |
| Zm, zmz. | Chasm, chasms: spasm, spasms. |
| Zl. | Frizzl, drizzl, dazzl, puzzl, mizzl. |
| Zlz, zl'd. | Frizzl'z, frizzl'd: drizzl'z, drizzl'd, &c. |

| | |
|---|---|
| Cht, (tsht) | Reach'd, preach'd, leech'd, pinch'd. |
| Sht. | Dash'd, mash'd, lash'd, gash'd, flash'd. |
| Shr. | Shred, shrub, shrug, shrill, shrimp. |
| Thd. | Bath'd, sheath'd, sooth'd, breath'd. |
| Thz, thzt. | Bath's, bath'st: sheath's, sheath'st. |
| Ngz, ngst. | Hangs, hangst: bangs, bangst: brings. |
| Ngd, ngdst. | Hang'd, hang'dst: bang'd, bang'dst. |
| Nks, nkst. | Thanks, thankst: ranks, rankst. |
| Nkd, nkdst. | Thank'd, thank'dst: rank'd, rank'dst. |

---

Dth, dths. Width, widths: breadth, breadths.—Kl, &c. Circl, circl's, circl'st, circl'd, circl'dst. Lj, ljd. Bilj, bilj'd: bulj, bulj'd.—Lb, lbz. Alb, albs: bulb, bulbs.—Lk, &c. Milk, milks, milk'st, milk'd.—Lm, &c. Elm, elms: helm, helms: whelm, whelms: film, films.—Lp, &c. Help, helps, help'st, help'd, help'dst.—Lv, &c. Valv, valvs, valv'd: delv, delvs, delv'd.—Lch, &c. Belch, belch'd: filch, filch'd.—Lth, &c. Health, healths: wealth, wealths.

---

Mf, &c. Nymph, nymphs: lymph, lymphs.—Gth, &c. Length, lengths: strength, strengths.—Rb, &c. Curb, curbs, curb'st, curb'd, curb'dst.—Rf, &c. Turf, turfs, turfst, turf'd, turf'dst. Rv, &c. Curv, curv's, curv'st, curv'd, curv'dst.—Rth, &c. Birth, births: girth, girths.—Rp, &c. Harp, harps, harp'st, harp'd, harp'dst.—Rs, &c. Nurs, nurst: curs, curst: vers, verst.

## EXERCISE IV.

### ERRORS TO BE CORRECTED.

To Teachers.—In the following exercise, the more common errors in articulation and pronunciation are denoted. The letters in *italics* are not *silent* letters, but are thus marked to point them out as those which are apt to be defectively articulated, omitted, or incorrectly sounded.

### A

| *Incorrect.* | | *Correct.* | *Incorrect.* | | *Correct.* |
|---|---|---|---|---|---|
| Fa-t'l | *for* | fa-t*a*l. | Sep-*e*r-ate | *for* | sep-*a*-rate. |
| met'l | " | met-*a*l. | tem-per-*u*nce | " | tem-per-*a*nce. |
| cap-i-t'l | " | cap-i-t*a*l. | *u*p-pear | " | *a*p-pear. |
| crit-ic-*u*l | " | crit-ic-*a*l. | *u*p-ply | " | *a*p-ply. |
| prin-ci-p*u*l | " | prin-ci-p*a*l. | tem-per-*i*t | " | tem-per-*a*te. |
| test'ment | " | test-*a*-ment. | mod-er-*i*t | " | mod-er-*a*te. |
| firm'ment | " | firm-*a*-ment. | in-ti-m*i*t | " | in-ti-m*a*te. |

### E

| *Incorrect.* | | *Correct.* | *Incorrect.* | | *Correct.* |
|---|---|---|---|---|---|
| Ev'ry | *for* | ev-*e*r-y. | sev'ral | *for* | sev-*e*r-al. |
| b'lief | " | b*e*-lief. | 'spy | " | *e*s-py. |
| pr'vail | " | pr*e*-vail. | 'spe-cial | " | *e*s-pe-cial. |
| pr'dict | " | pr*e*-dict. | ev-i-d*u*nce | " | ev-i-d*e*nce. |
| trav'ler | " | trav-*e*l-er. | prov-i-d*u*nce | " | prov-i-d*e*nce. |
| flut'ring | " | flut-t*e*r-ing. | si-l*u*nt | " | si-l*e*nt. |
| tel'scope | " | tel-*e*-scope. | mon-u-m*u*nt | " | mon-u-m*e*nt. |

### I

| *Incorrect.* | | *Correct.* | *Incorrect.* | | *Correct.* |
|---|---|---|---|---|---|
| D'rect | *for* | d*i*-rect. | rad'cal | *for* | rad-*i*-cal. |
| d'spose | " | d*is*-pose. | sal'vate | " | sal-*i*-vate. |
| van'ty | " | van-*i*-ty. | can'bal | " | can-n*i*-bal. |
| am'ty | " | am-*i*-ty. | cer-t'n | " | cer-t*ai*n. |
| ju-b'lee | " | ju-b*i*-lee. | mount'n | " | mount-*ai*n. |
| ven-t'late | " | ven-t*i*-late. | fount'n | " | fount-*ai*n. |
| rid'cule | " | rid-*i*-cule. | vill'ny | " | vil-l*ai*n-y. |

## O

| *Incorrect.* | | *Correct.* | *Incorrect.* | | *Correct.* |
|---|---|---|---|---|---|
| Des'late | *for* | des-*o*-late. | rhet-*e*r-ic | *for* | rhet-*o*-ric. |
| hist'ry | " | his-*to*-ry. | op-*pe*r-site | " | op-*po*-site. |
| mem'ry | " | mem-*o*-ry. | croc-*u*d-ile | " | croc-*o*-dile. |
| mel'dy | " | mel-*o*-dy. | com-pr*u*m-ise | " | com-pr*o*-mise. |
| col'ny | " | col-*o*-ny. | an-ch*u*r-ite | " | an-ch*o*-rite. |
| ob-s'lete | " | ob-*so*-lete. | cor-p*e*r-al | " | cor-p*o*-ral. |
| wil-l*er* | " | wil-l*ow*. | cor-m*e*r-ant | " | cor-m*o*-rant. |
| wid-d*er* | " | wid-*ow*. | ob-l*u*q-uy | " | ob-l*o*-quy. |
| pil-l*er* | " | pil-l*ow*. | *o*r-th*e*r-dox | " | or-th*o*-dox. |
| mead-*er* | " | mead-*ow*. | p*u*s-i-tion | " | p*o*-si-tion. |
| fel-l*er* | " | fel-l*ow*. | c*u*n-di-tion | " | c*o*n-di-tion. |
| fol-l*er* | " | fol-l*ow*. | t*u*g-eth-er | " | t*o*-geth-er. |
| hol-l*er* | " | hol-l*ow*. | p*u*t-a-t*er* | " | p*o*-ta-t*o*. |
| win-d*er* | " | win-d*ow*. | t*u*b-ac-c*ur* | " | t*o*-bac-c*o*. |

## U

The most common mistake in the sound of *u* occurs in words of the following kind; as, crea-*ter* or crea-*choor* for creat-*ure*; na-*ter* or na-*choor* for na-*ture*, etc. The following examples are so divided as to exhibit clearly their correct pronunciation:

| *Incorrect* | | *Correct.* |
|---|---|---|
| Lec-*ter* or lec-*choor* | *for* | lect-*ure.* *(yur.)* |
| fea-*ter* or fea-*choor* | " | feat-*ure.* |
| mois-*ter* or mois-*choor* | " | moist-*ure.* |
| ver-*der* or ver-*jer* | " | verd-*ure.* |
| mix-*ter* or mix-*cher* | " | mixt-*ure.* |
| rup-*ter* or rup-*cher* | " | rupt-*ure.* |
| sculp-*ter* or sculp-*cher* | " | sculpt-*ure.* |
| ges-*ter* or ge-*cher* | " | gest-*ure.* |
| struc-*ter* or struc-*cher* | " | struct-*ure.* |
| stric-*ter*, or stric-*choor* | " | strict-*ure.* |
| ves-*ter* or ves-*cher* | " | vest-*ure.* |
| su-*ter* or su-*cher* | " | sut-*ure.* |
| tex-*ter* or tex-*cher* | " | text-*ure.* |
| fix-*ter* or fix-*cher* | " | fixt-*ure.* |
| vul-*ter* or vul-*cher* | " | vult-*ure.* |
| for-*ten* or for-*choon* | " | fort-*une.* |
| stat-*er* or sta-*choor* | " | stat-*ure.* |
| stat-*ew* or sta-*choo* | " | stat-*ue.* |
| stat-*ewt* or sta-*choot* | " | stat-*ute.* |
| ed-*di*-cate | " | ed-*u*-cate. |

## D final.

| *Incorrect.* | | *Correct.* | *Incorrect.* | | *Correct.* |
|---|---|---|---|---|---|
| An | *for* | and. | ben | *for* | bend. |
| en | " | end. | frien | " | friend. |
| lan | " | land. | soun | " | sound. |
| stan | " | stand. | groun | " | ground. |
| mine | " | mind. | fiel | " | field. |
| boun | " | bound. | yiel | " | yield. |

## G final.

| *Incorrect.* | | *Correct.* | *Incorrect.* | | *Correct.* |
|---|---|---|---|---|---|
| Mornin | *for* | morn-ing. | sha-vin | *for* | sha-ving. |
| run-nin | " | run-ning. | hi-din | " | hi-ding. |
| talk-in | " | talk-ing. | see-in | " | see-ing. |
| walk-in | " | walk-ing. | lov-in | " | lov-ing. |
| eat-in | " | eat-ing. | fight-in | " | fight-ing. |
| drink-in | " | drink-ing. | roar-in | " | roar-ing. |
| treat-in | " | treat-ing. | laugh-in | " | laugh-ing. |
| sli-din | " | sli-ding. | eve-nin | " | eve-ning. |

## K final.

| *Incorrect.* | | *Correct.* | *Incorrect.* | | *Correct.* |
|---|---|---|---|---|---|
| Fris | *for* | frisk. | dus | *for* | dusk. |
| des | " | desk. | cas | " | cask. |
| tas | " | task. | mas | " | mask. |
| ris | " | risk. | mos | " | mosque. |
| whis | " | whisk. | tus | " | tusk. |
| bas | " | bask. | hus | " | husk. |

## H

In order to accustom the learner to sound the *aspirate* properly, let him pronounce certain words *without*, and then *with* it; as, Aft, *H*aft: Ail, *H*ail, etc. The *H* in italic should be clearly sounded.

| | | | |
|---|---|---|---|
| Aft. | *H*aft. | Eel. | *H*eel. |
| Ail. | *H*ail. | Ell. | *H*ell. |
| Air. | *H*air. | Elm. | *H*elm. |
| All. | *H*all. | Em. | *H*em. |
| Alter. | *H*alter. | En. | *H*en. |
| Am. | *H*am. | Yew. | *H*ew. |
| And. | *H*and. | Eye. | *H*igh. |
| Ark. | *H*ark. | Ill. | *H*ill. |
| Arm. | *H*arm. | Its. | *H*its. |

| | | | |
|---|---|---|---|
| Arrow. . . | *H*arrow. | It. . . | *H*it. |
| Art. . . | *H*art. | Odd. . . | *H*od. |
| Ash. . . | *H*ash. | Old. . . | *H*old. |
| Asp. . . | *H*asp. | Owes. . . | *H*ose. |
| At. . . | *H*at. | Wale. . . | W*h*ale. |
| Ear. . . | *H*ear. | Weal. . . | W*h*eel. |
| Eat. . . | *H*eat. | Wen. . . | W*h*en. |
| Eave. . . | *H*eave. | Wet. . . | W*h*et. |
| Edge. . . | *H*edge. | Wine. . . | W*h*ine. |

## R

Sound the *R clearly* and *forcibly*. When it precedes a vowel, give it a slight trill.

| | | | | | |
|---|---|---|---|---|---|
| *R*ule. | *r*uin. | *r*at. | *r*ug. | *r*eck. | *r*ate. |
| *r*eed. | *r*ill. | *r*ub. | *r*ig. | *r*im. | *r*ite. |
| *r*ide. | *r*ise. | *r*ed. | *r*ag. | *r*ick. | *r*ote. |
| *r*un. | *r*eek. | *r*ib. | *r*ob. | *r*ip. | *r*use. |
| *r*oar. | *r*oam. | *r*ack. | *r*id. | *r*ipe. | *r*ouse. |
| A*r*ch. | fa*r*m. | la*r*k. | fa*r*. | sna*r*e. | fo*r*. |
| ma*r*ch. | ba*r*m. | ba*r*k. | ba*r*. | spa*r*e. | wa*r*. |
| la*r*ch. | cha*r*m. | ma*r*k. | hai*r*. | su*r*e. | co*r*n. |
| sta*r*ch. | da*r*k. | a*r*e. | stai*r*. | lu*r*e. | bo*r*n. |
| a*r*m. | spa*r*k. | sta*r*. | ca*r*e. | pu*r*e. | *m*orn. |
| ha*r*m. | ha*r*k. | ma*r*. | ba*r*e. | cu*r*e. | *m*orn. |

## T final.

| *Incorrect.* | | *Correct.* | *Incorrect.* | | *Correct.* |
|---|---|---|---|---|---|
| Bes | *for* | bes*t*. | soff | *for* | so*t*. |
| res | " | res*t*. | off | " | of*t*. |
| eas | " | eas*t*. | wep | " | wep*t*. |
| lease | " | leas*t*. | kep | " | kep*t*. |
| moce | " | mos*t*. | slep | " | slep*t*. |
| hoce | " | hos*t*. | ob-jec | " | ob-jec*t*. |
| los | " | los*t*. | sub-jec | " | sub-jec*t*. |
| tos | " | tos*t*. | per-fec | " | per-fec*t*. |
| nes | " | nes*t*. | dear-es | " | dear-es*t*. |
| les | " | les*t*. | high-es | " | high-es*t*. |
| gues | " | gues*t*. | warm-es | " | warm-es*t*. |
| las | " | las*t*. | firm-es | " | firm-es*t*. |
| trus | " | trus*t*. | cheap-es | " | cheap-es*t*. |
| mis | " | mis*t*. | weak-es | " | weak-es*t*. |
| wes | " | wes*t*. | bright-es | " | bright-es*t*. |
| ches | " | ches*t*. | strong-es | " | strong-es*t*. |

## TS final.

| *Incorrect.* | | *Correct.* | *Incorrect.* | | *Correct.* |
|---|---|---|---|---|---|
| Hoce | for | hos*ts.* | sec's | for | sec*ts.* |
| boce | " | bos*ts.* | bus | " | bus*ts.* |
| tes | " | tes*ts.* | cense | " | cen*ts.* |
| lif's | " | lif*ts.* | tense | " | ten*ts.* |
| tuff's | " | tuf*ts.* | ob-jec's | " | ob-jec*ts.* |
| ac's | " | ac*ts.* | re-spec's | " | re-spec*ts.* |

The preceding exercises contain some of the most prominent examples in which single letters are often neglected in articulation. The number might be much increased, but it is left for the teacher to add to them as he may see proper.

## EXERCISE V.

Let the learner frequently practice in pronouncing, slowly and carefully, words like the following, giving to each syllable its appropriate sound. These words are so divided as to show the proper sound of each letter.

Mag-nan-i-mous.
Me-lo-di-ous.
Sta-bil-it-y.
O-be-di-ence.
Pre-dom-in-ance.
Trans-fig-u-ra-tion.
Mis-cel-la-ne-ous.
Phil-o-soph-ic-al.
Mag-na-nim-it-y.
Ad-min-is-tra-trix.
Rec-om-mend-a-tion.
Sub-serv-i-ent-ly.
An-ni-hi-la-tion.
Con-grat-u-la-to-ry.
Per-son-i-fi-ca-tion.
Be-at-i-fi-ca-tion.
Prac-tic-a-bil-it-y.
Pen-e-tra-bil-it-y.
Gen-er-al-is-si-mo.
Rec-om-mend-a-to-ry.
Al-le-gor-ic-al-ly.
An-te-di-lu-vi-an.
Pre-des-ti-na-ri-an.
En-cy-clo-pe-di-a.
Het-e-ro-ge-ne-ous.
Gu-ber-na-to-ri-al.
Pu-sil-la-nim-it-y.
In-ter-rog-a-tive-ly.
Per-pen-dic-u-lar-it-y.
Im-pen-e-tra-bil-it-y.
Plen-i-po-ten-tia-ry.
Et-y-mo-log-ic-al-ly.
In-con-sid-er-a-ble-ness.
In-ter-co-lum-ni-a-tion.
An-ti-pes-ti-len-tial.
Hi-e-ro-glyph-ic-al-ly.
In-con-tro-vert-i-bil-it-y.
In-com-pre-hens-i-bil-it-y.

## EXERCISE VI.

Sentences like the following may be practiced upon with great advantage, for the purpose of acquiring distinctness and precision in articulation.

This *act*, more than all other *acts*, laid the *ax* at the root of the evil.

It is *false* to say he had no other *faults*.

The magistrates *ought* to prove the charge.

The magistrates *sought* to prove the charge.

Back! to thy punishment, *false fu*gitive.

The *hosts st*ill *st*and in *st*range*st* plight.

That las*t st*ill night.

That las*ts* till night.

He was most *formidable* and *unmanageable*.

His wor*ks* demonstrate his existence.

On *ei*ther side *an* ocean exists.

On *nei*ther side *a no*tion exists.

Among the rugged rocks the restless rangers ran.

I said *pop-u-lar*, not pop'lar.

I said *om-nip-o-tence*, not omnipertance.

I said *pre*-vail, not pr'vail.

I said *be*-hold, not b'hold.

He *peremptorily* refused to enter the *receptacle* of the dead.

He acts from *disenterested* motives.

*Think'st* thou so meanly of my *Pho*cion?

*O'erwhelmed* with *whirlwinds* and tempestuous fire.

*Henceforth* look to your *hearths*.

Canst thou *minister* to a *mind* diseased?

My Lords, this is a *tremendous* and awful crisis.

A thousand *shrieks* for hopeless mercy call.

To Teachers.—The preceding exercises have been prepared with much care, and it is believed, will be found very useful in aiding the teacher and pupil in this much-neglected department of education. It must be borne in mind, that very much depends upon the teacher—that unremitting attention on his part is absolutely necessary—that his voice must be the model for the pupil; and that repeated and persevering practice is necessary, but will, with great certainty, produce the desired result.

Bad habits in articulation are almost always formed in early childhood, and *very young* children may be made to understand and profit by instruction on the subject. But, once more, let it be remembered that every thing, in this matter, depends upon the teacher.

# SUGGESTIONS TO TEACHERS.

It is recommended that the pupil be required to *master* every thing as he goes along. He should remember that reading is a *study*, requiring much time and attention.

The Remarks on the subject of reading need not, as a general thing, be committed to memory, but only well studied, so as to be understood. They are designed to assist the learner in acquiring correct habits of reading, are generally short and simple, and have a direct, though not *exclusive* reference to the lesson which immediately follows.

The Exercises in Spelling, will, it is believed, be found eminently beneficial in fixing in the memory the *orthographical form of words*, not only as they appear in the columns of a spelling-book or dictionary, but in all the variety of their different numbers, oblique cases, degrees of comparison, modes, tenses, and other forms in which they are found in a reading lesson.

The Exercise of Defining produces a similar effect in regard to the meaning of the terms employed. It must be recollected, however, that it is the connection alone, that can convey to the mind, the true meaning of words. No two words in the language are exactly alike in signification. How then can definition, *merely*, be made to convey their import?

The Exercises in Articulation in the Introduction and between the Reading Lessons, form a new feature in this edition, to which the attention of teachers is particularly invited.

The Exercises in Articulation and Pronunciation, prefixed to each lesson, refer to those errors which are most commonly observed among the imperfectly educated, although they are by no means confined to that class. In marking these errors, it is frequently impossible to express, by *any* combination of letters, the faulty sounds. All that can be accomplished is an indication of the error. The Teacher is requested to use the labors of the compiler here, as in all other particulars, as *hints* rather than *rules*, and thus to exercise his own judgment and good sense in giving extension to the principles involved in this book.

The Questions appended to each lesson, are, as in the preceding volume, designed to *suggest*, rather than to *direct*, the *interrogative* method of *oral* instruction. The Teacher will frequently find questions, the answers to which are not contained in the antecedent lesson, but only suggested by it. This is calculated to awaken inquiry on the part of the pupil, and to lay the instructor under a kind of obligation to read the lesson over carefully, before he attempts to hear it recited by the learner; a plan which the author can not too earnestly recommend in regard to *every possible kind* of teaching.

# THIRD READER.

## LESSON I.

WORDS TO BE SPELLED AND DEFINED.

1. In-vert'-ed, turned upside down.
   Sat-is-fac'-tion, gratification.
   Dis-patch'-ed, finished.
   Gar'-lands, flowers wreathed or twisted together.
4. Pit'-i-ful, causing pity.
5. Plight, condition, state.
6. Pen'-sion-er, one who is regularly supported by others.
7. Pil'-fer-er, one who steals little things.
   Vig'-il-ant, watchful.
8. Mor'-sel, a small piece.
   Naught'-i-ness, bad conduct.
9. Buf'-fet-ing, striking with the hand.
11. Glee, joy, mirth.
    Sub-si'-ded, become quiet.
    Dis-con'-so-late, without comfort.

To Teachers. — Though the paging of this edition is a little changed, the Reading Lessons remain in all respects precisely the same, and can be used without the least difficulty with former editions, by referring the pupil to the *number* and *title* of the lessons instead of the *page*.

☞ In orthography, Dr. Webster's system, now the established standard, is adopted in the Eclectic Series.

☞ In defining words, that meaning only has been given, which is appropriate to them in the connection in which they are used.

☞ The *figures* denote the *paragraphs* in which the words may be found.

### HARRY AND HIS DOG.

Remark. — To read, is, to convey, by means of the voice, to the ear of others, thoughts and feelings which are expressed by letters, words, and sentences, to the eye.

Utter each letter *distinctly*. — Frisk, not *fris:* break-fast, not *break-fas:* ground, not *groun:* gar-lands, not *gar-lan's:* friends, not *frien's:* firm-est, not *firm-es:* most, not *moce:* bark-ing, not *bark-in:* roll-ing, not *roll-in:* com-ing, not *com-in:* teas-ing, not *teas-in.*

1. "Beg, Frisk, beg!" said little Harry, as he sat on an inverted basket, at his grandmother's door, eating with great satisfaction, a porringer of bread and milk. His little sister Annie, who had already dispatched her breakfast, sat on the ground opposite to him, now twisting her flowers into garlands, and now throwing them away.

2. "Beg, Frisk, beg!" repeated Harry, holding a bit of bread just out of the dog's reach; and the obedient Frisk squatted himself on his hind legs, and held up his fore paws, waiting for master Harry to give him the tempting morsel.

3. The little boy and the little dog were great friends. Frisk loved him dearly, much better than he did any one else; perhaps, because he recollected that Harry was his earliest and firmest friend during a time of great trouble.

4. Poor Frisk had come as a stray dog to Milton, the place where Harry lived. If he could have told his own story, it would probably have been a very pitiful one, of kicks and cuffs, of hunger and foul weather.

5. Certain it is, he made his appearance at the very door where Harry was now sitting, in miserable plight, wet, dirty, and half-starved; and that there he met Harry, who took a fancy to him, and Harry's grandmother, who drove him off with a broom.

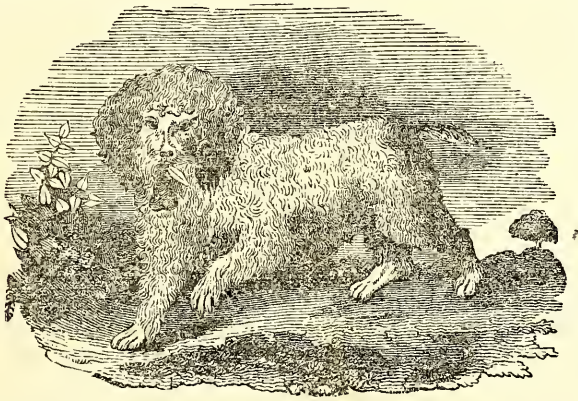
6. Harry, at length, obtained permission for the little dog to remain as a sort of out-door pensioner, and fed him with stray bones and cold potatoes, and such things as he could get for him. He also provided him with a little basket to sleep in, the very same, which, turned up, afterward served Harry for a seat.

7. After a while, having proved his good qualities by barking away a set of pilferers, who were making an attack on the great pear tree, he was admitted into the house, and became one of its most vigilant and valued inmates. He could fetch or carry either by land or water; would pick up a thimble or a ball of cotton, if little Annie should happen to drop them; or take Harry's dinner to school for him with perfect honesty.

8. "Beg, Frisk, beg!" said Harry, and gave him, after long waiting, the expected morsel. Frisk was satisfied, but Harry was not. The little boy, though a good-humored fellow in the main, had turns of naughtiness, which were apt to last him all day, and this promised to prove one of his worst. It was a holiday, and in the afternoon, his cousins, Jane and William, were to come and see him and Annie, and the pears were to be gathered, and the children were to have a treat.

9. Harry, in his impatience, thought the morning would never be over. He played such pranks, buffeting Frisk, cutting the curls off Annie's doll, and finally breaking his grandmother's spectacles, that before his visitors arrived, indeed, almost immediately after dinner, he contrived to be sent to bed in disgrace.

10. Poor Harry! there he lay, rolling and kicking, while Jane, and William, and Annie, were busy about the fine mellow Windsor pears. William was up in the tree, gathering and shaking, Annie and Jane catching them in their aprons and picking them up from the ground; now piling them in baskets; and now eating the nicest and ripest, while Frisk was barking gayly among them, as if he were catching Windsor pears too.



11. Poor Harry! He could hear all this glee and merriment, through the open window, as he lay in bed. The storm of passion having subsided, there he lay weeping and disconsolate, a grievous sob bursting forth every now and then, as he heard the loud peals of childish laughter, and as he thought how he should have laughed, and how happy he should have been, had he not forfeited all this pleasure by his own bad conduct.

12. He wondered if Annie would not be so good-natured as to bring him a pear. All on a sudden, he heard a little foot on the stair, pit-a-pat, and he thought she was coming. Pit-a-pat came the foot, nearer and nearer, and at last a small head peeped, half afraid, through the half-open door.

13. But it was not Annie's head; it was Frisk's — poor Frisk, whom Harry had been teasing and tormenting all the morning, and who came into the room wagging his tail, with a great pear in his mouth, and, jumping up on the bed, he laid it in the little boy's hand.

14. Is not Frisk a fine grateful fellow? and does he not deserve a share of Harry's breakfast, whether he begs for it or not? And little Harry will remember that kindness will always be rewarded, and that ill-nature and bad temper are connected with nothing but pain and disgrace.

MISS MITFORD.

---

QUESTIONS.—What is the subject of this lesson? Who took the little dog's part when he had no friends? How did Harry lose his share in the holiday's sport? How did Frisk show his gratitude to his master? What will Harry learn from the events of this day? What three points or marks are connected with the first three words in the lesson? In the 10th paragragh, what stop is that after the word "ground?" In the last paragraph, what note is that after the word "fellow?" In the fifth paragraph, what word can you put in the place of "plight," and make sense?

## TO TEACHERS.

This book is designed to mako reading a *study;* and in no other way can its full benefit be realized. The definitions, questions, and the exercises in articulation and pronunciation, are given merely as a specimen of the manner in which the book should be used, and are, by no means, considered a complete list. Tho intelligent and industrious teacher will constantly draw on his own resources for the purpose of varying and extending the exercise. Not *one word* should be passed by, until the pupil understands its meaning, and can articulate distinctly and pronounce correctly, every letter and syllable. In the latter labor, much aid will be derived from practice on the Exercises found on pages 8 to 21, and between the lessons in the body of the work, and also those connected with each Reading Lesson, where the examples are always drawn from the lesson itself.

QUESTIONS upon *grammatical construction* will assist the pupil in understanding the lesson, and afford valuable *practice* in parsing. A few are appended to some of the lessons in this book, as specimens of the kind of examination which, it is believed, will be found interesting and instructive.

THE TEACHER will remember, that it is very important to pay proper attention to the collateral exercises in *spelling, defining, articulation,* etc. Those, while they add interest to the study, also impart indispensible instruction in the very connection in which it can be most usefully and practically applied.

## ARTICULATION.

The EXERCISES between the Lessons are especially commended to the notice of the teacher. In connection with those in the Introduction of this book, which should be frequently and carefully practiced, they form a complete system on consonant sounds. As consonants form the principal difficulty in articulation, and also constitute the great body of our language, attention is chiefly directed to them. Their correct and distinct utterance will secure force, beauty, and excellence in reading and speaking.

Utter, first, the *sounds* composing a syllable, and not the *names* of the letters, and then pronounce the syllable. See directions, Exercise III, page 11. Double letters must be sounded as single, and silent letters omitted. The latter are sometimes left out altogether, as the *e* in cobble, hobble, &c., where the *bbl* should be uttered as *one sound.*

| | | | | | | |
|---|---|---|---|---|---|---|
| Br. | Bran,[2] | brass,[3] | brunt,[2] | brake,[1] | broil, | brink.[2] |
| Bl. | Blind,[1] | bluff,[2] | blunt,[2] | black,[2] | blurt,[3] | blend.[3] |
| | Cobbl',[2] | hobbl,'[2] | gabbl',[2] | bubbl',[2] | doubl',[2] | troubl'.[2] |

# LESSON II.

### WORDS TO BE SPELLED AND DEFINED.

2. Awk'-ward, clumsy, unhandy.
4. En-tan'-gled, disordered, twisted up.
5. Ex-claim'-ed, cried out.
   As-sist'-ance, aid, help.
   Dis-en-ga'-ged, loosened, made free.
6. Pre-par'-ed, made ready.
   Dig'-ni-ty, majestic manner.
7. Dis-ap-point'-ment, the not obtaining what was expected.
   Dis-cour'-age, to take away courage.
10. Ob-jec'-tion, reason against a measure.
11. Per-se-ver'-ance, continuing in any thing begun.
    Mot'-to, a word or short sentence expressing much.

## PERSEVERANCE.

UTTER distinctly the *t* and *d*. Lift, not *lif:* kind-ly, not *kine-ly:* chil-dren, not *chil-ren:* hand, not *han:* wind, not *win:* found, not *foun:* stand, not *stan:* de-pends, not *de-pen's.* See exercises on T and D, pages 18 and 19.

1. "Will you give my kite a lift?" said my little nephew to his sister, after trying in vain to make it fly by dragging it

along the ground. Lucy very kindly took it up and threw it into the air, but, her brother neglecting to run off at the same moment, the kite fell down again.

2. "Ah! now, how awkward you are!" said the little fellow. "It was your fault entirely," answered his sister. "TRY AGAIN, children," said I.

3. "Lucy once more took up the kite; but now John was in too great a hurry; he ran off so suddenly that he twitched it out of her hand; and the kite fell flat as before. "Well, who is to blame now?" asked Lucy. "TRY AGAIN," said I.

4 They did, and with more care; but a side-wind coming suddenly, as Lucy let go the kite, it was blown against some shrubs, and the tail got entangled in a moment, leaving the poor kite hanging with its head downward.

5. "There, there!" exclaimed John, "that comes of your throwing it all to one side." "As if I could make the wind blow straight," said Lucy. In the mean time, I went to the kite's assistance, and having disengaged the long tail, I rolled it up, saying, "Come, children, there are too many trees here; let us find a more open space, and then TRY AGAIN."

6. We presently found a nice grass plot, at one side of which I took my stand; and all things being prepared, I tossed the kite up just as little John ran off. It rose with all the dignity of a balloon, and promised a lofty flight; but John, delighted to find it pulling so hard at the string, stopped short to look upward and admire. The string slackened, the kite tottered, and, the wind not being very favorable, down came the kite to the grass. "Oh, John, you should not have stopped," said I. "However, TRY AGAIN."

1. "I won't try any more," replied he, rather sullenly. "It is of no use, you see. The kite won't fly, and I do n't want to be plagued with it any longer." "Oh fie, my little man! would you give up the sport, after all the pains we have taken both to make and to fly the kite? A few disappointments ought not to discourage us. Come, I have wound up your string, and now, TRY AGAIN."

8. And he did try, and succeeded, for the kite was carried up on the breeze as lightly as a feather; and when the string was all out, John stood in great delight, holding fast the stick, and gazing on the kite, which now seemed as a little white speck in the blue sky. "Look, look, aunt, how high it flies! and it pulls like a team of horses, so that I can hardly hold it.

I wish I had a mile of string; I am sure it would go to the end of it."

"After enjoying the sight as long as he pleased, little John proceeded to roll up the string slowly; and when the kite fell, he took it up with great glee, saying that it was not at all hurt, and that it had behaved very well. "Shall we come out to-morrow, aunt, after lessons, and TRY AGAIN?"

10. "I have no objection, my dear, if the weather is fine. And now, as we walk home, tell me what you have learned from your morning's sport." "I have learned to fly my kite properly." "You may thank aunt for it, brother," said Lucy, "for you would have given it up long ago, if she had not persuaded you to TRY AGAIN."

11. "Yes, my dear children, I wish to teach you the value of PERSEVERANCE, even when nothing more depends upon it than the flying of a kite. Whenever you fail in your attempts to do any good thing, let your motto be, TRY AGAIN."

CHARLOTTE ELIZABETH.

QUESTIONS.—What is the subject of this lesson? Why was John discouraged in his attempts to raise his kite? What did his aunt say to him? What may we learn from this? What should be our motto if we expect to be successful in any undertaking? What note is after the word "lift," in the first sentence? What after the word "are," in the second paragraph? What word can you substitute for "awkward," in the second paragraph? What mark is that over "do n't," in the 7th paragraph, and what is its use?

## LESSON III.

1. Suc-ceed', to gain the thing desired.
   Cour'-age, resolution.
   Con'-quer, to gain the victory.
2. Pre-vail', to overcome.
   Dis-grace', shame.
3. Re-ward', any thing given in return for good or bad conduct.
   Pa'-tience, constancy in labor.

### TRY, TRY AGAIN.

REMARK.—To read well is, to convey with the voice fully the meaning contained in the passage which is read. To do this, it is necessary to *understand* what is read.

UTTER each sound *distinctly*. First, not *firss:* ap-pear, not *'pear:* last, not *lass:* task, not *tass:* your re-ward, not *youreward.* See exercise IV, pages 16 to 19.

1. 'T IS a lesson you should heed,
Try, try again;
If at first you do n't succeed,
Try, try again;
Then your courage should appear,
For, if you will persevere,
You will conquer, never fear;
Try, try again.

2. Once or twice though you should fail
Try, try again;
If you would, at last, prevail,
Try, try again;
If we strive, 't is no disgrace,
Though we may not win the race;
What should you do in the case?
Try, try again.

3. If you find your task is hard,
Try, try again;
Time will bring you your reward,
Try, try again;
All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view;
TRY, TRY AGAIN.

T. H. PALMER.

---

QUESTIONS.—What is the advice contained in this lesson? How many different stops are there in this lesson, and what are they? What mark is that before "'T is," in the first line, and what does it here indicate?

## TO TEACHERS.

That the pupil may *understand* what he reads, he must know the meaning of all the words that he uses. To aid him in this, some of the more difficult are defined at the head of each lesson. It is recommended, however, that the teacher should examine the class upon the definition of *all* the unusual or difficult words, and that the pupil should be accustomed to discover their meaning from their connection.

## ARTICULATION.

To secure the benefit of these exercises, *each sound* composing a syllable, must be dwelt upon, and *carefully*, *forcibly*, and *distinctly* uttered. Silent letters are sometimes omitted, that they may not mislead with regard to the real sounds, as the *e* in riddle, huddle, &c.

| | | | | | | |
|---|---|---|---|---|---|---|
| Dr. | Drum, | drug, | drink, | droll, | dry, | hydra. |
| Dl. | Riddl', | huddl', | ladl', | cradl', | needl', | idl'. |

# LESSON IV.

1. Re-joic'-ed, were glad, were joyful.
   Del'-i-cate, soft, nice.
3. De-light'-ful, pleasing, charming.
   Hus'-band-ry, the business of a farmer.
4. De-li'-cious, sweet.
   Ob-serv'-ed, remarked.
   Pru'-dence, caution, wisdom.
   Prac'-tice, to use, to exercise.
5. Kern'-el, that which is contained in the shell of a nut, or of fruit stones.
6. Ex-pect'-ed, looked for.
   Av-a-ri'-cious, too fond of gaining money.
7. In-gen'-u-ous-ly, candidly, without reserve.

### THE PEACHES.

REMARK.— Read this story exactly as if you were telling it to some one, and as if you had no book in your hand.

UTTER distinctly the *g, d, t, k,* &c. in the following words: E-ven-ing, not *eve-nin:* in-tend, not *in-ten:* hus-band-ry, not *hus-ban-ry:* young-est, not *young-es:* al-most, not *al-moce:* child-like, not *chile-like:* sold, not *sole:* con'-duct, not *con'-duc:* re-fus'd, not *re-fuse:* home, not *'ome:* half, not *'alf:* how, not *'ow:* hēre, not *'ere:* who, not *oo:* hush'd, not *'ush'd.*

1. A GENTLEMAN, on his return from the city, carried home with him five peaches; the most beautiful ones that could be found. His children had never seen any before; and therefore, they wondered and rejoiced very much over the beautiful fruit, with rosy cheeks, all covered with delicate down.

2. The father gave one to each of his four sons, and the fifth to their mother. In the evening, as the children were

about to retire to sleep, the father said, "well, boys, how did you like the peaches?"

3. "Oh, delightful!" said the oldest; "so sweet, so juicy, and pleasant? I ate mine; and have taken good care to keep the stone, and I intend to raise a tree of my own." "Well done," replied the father. "This looks like husbandry. And, my son, let this be your motto; Provide for the future by taking care of the present."

4. "I ate mine," exclaimed the youngest, "and threw away the stone, and then mother gave me half of hers. Oh, how sweet! how delicious! it almost melted in my mouth." "Indeed, my boy," observed the father, "I can not say much for your prudence, but you acted in a natural and child-like manner, as might have been expected. There is still room enough in your life to practice wisdom."

5. "I picked up the stone," said the second son, "that my little brother threw away, and cracked it, and in it was a kernel, so sweet! so rich! like a nut. But I sold my peach, and see, I have money enough to buy a dozen, when I go to the city."

6. Here the old man shook his head, but at the same time patting the cheek of his boy, said, "Your conduct was hardly to have been expected from one of your years. It was prudent, but it was by no means a natural act for a child. I pray God that you may not become avaricious."

7. "Well, Charles," inquired the father, "what did you do with your peach?" "I carried it," said he, freely and ingenuously, "to poor George, the son of our neighbor, who is sick with a fever. He refused to take it, but I laid it on his bed and came away."

8. "Now," said the father," who has made the best use of his peach?" "Brother Charles," said all the three boys, together. But Charles was silent; he was hushed; but his mother embraced him with a tear in her eye.

KRUMMACHER.

---

QUESTIONS.—What did the oldest boy do with his peach? What did the youngest do? What did the second do? What did Charles do? Which made the best use of his peach? Why? Which of these boys would make the most benevolent and useful man? What mark is that after "peaches," in the second line? What is its use?

# LESSON V.

A-light'-ed, got off, descended from.
O-ver-take', to come up with.
Clev'-er-ly, handsomely, skillfully.
Shel'-ter, that which protects.
O-bli'-ging, kind, ready to assist.
Phi-los'-o-pher, a man learned in science, *here used figuratively for* a contented person.
Con-tent'-ed, quiet, satisfied.

## THE LITTLE PHILOSOPHER.

REMARK.—This kind of composition is called *Dialogue.* It should be read with the same tone, and in the same manner, that we use in conversation.

BE CAREFUL to utter *g* distinctly. Morn-ing, not *morn-in:* ri-ding, not *ri-din:* run-ning, not *run-nin:* catch-ing, not *catch-in:* noth-ing, not *noth-in:* root-ing, not *root-in:* tend-ing, not *tend-in:* feed-ing, not *feed-in:* spell-ing, not *spell-in.* See Exercise on G final, page 18.

Mr. LENOX was one morning riding by himself; he alighted from his horse to look at something on the road side; the horse got loose and ran away from him. Mr. Lenox ran after him, but could not overtake him. A little boy, at work in a field, heard the horse; and, as soon as he saw him running from his master, ran very quickly to the middle of the road, and catching him by the bridle, stopped him, till Mr. Lenox came up.

*Mr. Lenox.* Thank you, my good boy, you have caught my horse very cleverly. What shall I give you for your trouble?

*Boy.* I want nothing, sir.

*Mr. L.* Do you want nothing? So much the better for you. Few men can say as much. But what were you doing in the field?

*B.* I was rooting up weeds, and tending the sheep that were feeding on turnips.

*Mr. L.* Do you like to work?

*B.* Yes, sir, very well, this fine weather.

*Mr. L.* But would you not rather play?

*B.* This is not hard work; it is almost as good as play.

*Mr. L.* Who set you to work?

*B.* My father, sir.

*Mr. L.* What is your name?

*B.* Peter Hurdle, sir.

*Mr. L.* How old are you?

*B.* Eight years old, next June.

*Mr. L.* How long have you been out in this field?

*B.* Ever since six o'clock this morning.

*Mr. L.* Are you not hungry?

*B.* Yes, sir, but I shall go to dinner soon.

*Mr. L.* If you had sixpence now, what would you do with it?

*B.* I do not know, sir. I never had so much in my life.

*Mr. L.* Have you no playthings?

*B.* Playthings? what are they?

*Mr. L.* Such as nine-pins, marbles, tops, and wooden horses.

*B.* No, sir. Tom and I play at foot-ball in winter, and I have a jumping-rope. I had a hoop, but it is broken.

*Mr. L.* Do you want nothing else?

*B.* I have hardly time to play with what I have. I have to drive the cows, and to run of errands, and to ride the horses to the fields, and that is as good as play.

*Mr. L.* You could get apples and cakes, if you had money, you know.

*B.* I can have apples at home. As for cake, I do not want that; my mother makes me a pie now and then, which is as good.

*Mr. L.* Would you not like a knife to cut sticks?

*B.* I have one; here it is; brother Tom gave it to me.

*Mr. L.* Your shoes are full of holes. Don't you want a new pair?

*B.* I have a better pair for Sundays.

*Mr. L.* But these let in water.

*B.* I do n't mind that, sir.

*Mr. L.* Your hat is all torn, too.

*B.* I have a better one at home.

*Mr. L.* What do you do when it rains?

*B.* If it rains very hard when I am in the field, I get under the tree for shelter.

*Mr. L.* What do you do, if you are hungry before it is time to go home?

*B.* I sometimes eat a raw turnip.

*Mr. L.* But if there are none?

*B.* Then I do as well as I can without. I work on, and never think of it.

*Mr. L.* Why, my little fellow, you are quite a *philosopher*, but I am sure you do not know what that means.

*B.* No, sir. I hope it means no harm.

*Mr. L.* No, no! Were you ever at school?

*B.* No, sir; but father means to send me next winter.

*Mr. L.* You will want books then.

*B.* Yes, sir, the boys all have an Eclectic spelling-book and Reader, and a Testament.

*Mr. L.* Then I will give them to you; tell your father so, and that it is because you are an obliging, contented little boy.

*B.* I will, sir. Thank you.

*Mr. L.* Good by, Peter.

*B.* Good morning, sir.

DR. AIKIN.

---

QUESTIONS.—What service did this little boy perform for the gentleman? Would he take any pay for it? What did the gentleman think of the boy? What do you suppose made him so contented with his condition? Why should we always be contented with such things as we have? What note is that which is placed after all the questions in this lesson? What stop is that after the last word "sir?"

What nouns are there in the first sentence of this lesson? What is a noun? See Pinneo's Primary Grammar.

---

## ARTICULATION.

| | | | | | | |
|---|---|---|---|---|---|---|
| Fr. | Free, | fro, | fry, | frail, | frolic, | afraid. |
| Fl. | Flee, | flow, | fly, | fleet, | flame, | flood. |
| | Affluent, | reflux, | sufl, | scuffl', | snuffl', | ruffl'. |
| Ft. | Aft, | soft, | oft, | scoff'd, | cough'd, | laugh'd. |

---

# LESSON VI.

1. Clus'-ter-ed, collected in bunches.
2. Rus'-tic, country-like.
   Wood'-land, belonging to woods.
3. Won'-der-ing, surprised.
10. 'Ker'-chief, handkerchief.
12. Moan'-ing, sighing, mourning.
    Re-leas'-ed, freed.
16. Spir'-it, the soul.

## WE ARE SEVEN.

REMARK.—Avoid what is called a *tone* in reading poetry. Do not sing it, but emphasize it like prose.

UTTER distinctly and correctly each letter. Clus-ter'd, not *clus-tud:* sis-ters, not *sis-tuz:* broth-ers, not *broth-uz:* church, not *chuch:* oft-en, ( pro. *of'n* ) not *of-ten.* Utter distinctly the *r,* in such words as *girl, hair, curl, air, pair, where, yard, near, your,* &c. See Exercise on R, page 19.

1. I MET a little cottage girl;
   She was eight years old, she said;
   Her hair was thick, with many a curl,
   That clustered round her head.

2. She had a rustic, woodland air,
   And she was wildly clad;
   Her eyes were fair, and very fair;
   Her beauty made me glad.

3. "Sisters and brothers, little maid,
   How many may you be?"
   "How many? seven in all," she said,
   And wondering, looked at me.

4. "And where are they? I pray you tell."
   She answered, "Seven are we;
   And two of us in Conway dwell,
   And two are gone to sea.

5. Two of us in the church-yard lie,
   My sister and my brother;
   And in the church-yard cottage, I
   Dwell near them with my mother."

6. "You say that two at Conway dwell,
   And two are gone to sea,
   Yet ye are seven; I pray you tell,
   Sweet maid, how this may be?"

7. Then did the little maid reply,
   "Seven boys and girls are we;
   Two of us in the church-yard lie,
   Beneath the church-yard tree."

8. "You run about, my little maid,
   Your limbs, they are alive;
   If two are in the church-yard laid,
   Then ye are only five."

9 "Their graves are green, they may be seen,"
The little maid replied,
"Twelve steps or more from mother's door,
And they are side by side.

10. My stockings there I often knit,
My 'kerchief there I hem;
And there upon the ground I sit;
I sit and sing to them.

11. And often after sunset, sir,
When it is light and fair,
I take my little porringer,
And eat my supper there.

12. The first that died was little Jane;
In bed she moaning lay,
Till God released her from her pain;
And then she went away.

13. So in the church-yard she was laid;
And all the summer dry,
Together round her grave we played,
My brother John and I.

14. And when the ground was white with snow,
And I could run and slide,
My brother John was forced to go,
And he lies by her side."

15. "How many are you then," said I,
"If they two are in heaven?"
The little maiden did reply,
"O master! we are seven."

16. "But they are dead; those two are dead!
Their spirits are in heaven!"
'T was throwing words away: for still
The little maid would have her will,
And said, "Nay, we are seven."

WORDSWORTH.

---

QUESTIONS.—How many were there of these brothers and sisters? How many were dead? What did the little girl mean by saying that there were still seven? Does the soul ever die? Where does it go when the body dies? In the last stanza, what marks are those at the end of the first and second lines?

# LESSON VII.

An'-cients, (pro. *ane'-cients,*) those who lived in former times.
In-struct', to teach. [the gospel.
1. Mis'-sion-a-ry, one sent to preach
Char'-ac-ter, reputation.
Un-mo-lest'-ed, free from disturbance, uninterrupted.
Law'-less, without law, disorderly.
Treat'-y, a solemn agreement.
2. Fam'-ine, scarcity of food.
3. Ap-par'-ent-ly, in appearance.
Act'-u-al-ly, really, truly.
Chant, to sing.
Stan'-za, a number of lines in poetry.
4. Hush'-ed, stilled, made silent.
Ut'-ter-ance, the act of expressing with the voice.

## THE SONG OF THE DYING SWAN.

Sound each letter *clearly.*—Sup-pose, not *s'pose:* trust, not *trus:* friends, not *friens:* dis-tinct, not *dis-tinc:* dy-ing, not *dy-in:* when-ev-er, not *wen-ev-er.* See Exercise IV, pages 16 to 19.

*Child.* How long will the swan live?

*Parent.* It is not known. A goose has been known to live a hundred years, and from the firmer texture of the flesh of the swan, that would probably live longer.

*C.* Does the swan sing?

*P.* No, I believe not. The ancients used to suppose that it did; but it is now understood that it utters only a kind of shrill hiss or whistle.

*C.* But Tom told me that he read in a poem of the dying song of the swan. Is it not true, that the swan ever sings when it is dying?

*P.* Poems do not always tell what is true. They sometimes instruct by using fables. This is one of the fables of the ancients. But I can tell you about a death that is equally beautiful, and it is all true. Shall I tell it to you?

*C.* O yes, I want to hear it.

*P.* 1. Swartz was a missionary, that is, one who left his own country to preach the gospel to the heathen. He died at the age of seventy-two, having been a missionary forty-eight years in India. He had such a high character among the heathen, that he was suffered to pass through savage and lawless tribes unmolested. They said, "Let him alone, let him pass; he is a man of God!" A tyrant, named Hyder Ally, while he refused to enter into a treaty with others, said, "Send me Swartz; send me the Christian missionary to treat with me, for him only can I trust."

2. The people had been so cruelly used, that they left their lands, and refused to raise any thing. All they had raised had been seized and taken away. The whole country would soon have been in a famine. The heathen ruler promised justice, and tried to induce them to go back to their farms; but all in vain. They would not believe him. Swartz then wrote to them, making the same promises. *Seven thousand men returned to their lands in one day.*

3. When he came to die, he lay for a time apparently lifeless. One of his friends, a worthy fellow-laborer from the same country, supposing that he was actually dead, began to chant over his remains a stanza of a favorite hymn, which they used to sing together, to soothe each other, in his lifetime.

4. The verses were sung through without a motion or a sign of life from the still form before him; but when the last clause was over, the voice, which was supposed to be hushed in death, took up the second stanza of the same hymn, completed it with a distinct and sweet utterance, and then was hushed, and was heard no more. The soul rose with the last strain.

5. Is not this more touching and beautiful than the fable about the dying swan? I hope you will remember it, and whenever you read of the swan, you will recollect this story, and think how sweetly death comes to a good man, who has faithfully followed Jesus Christ.

TODD.

---

QUESTIONS.—What is said of the swan's dying song? What is the truth about it? Who was Swartz? How did the heathen feel toward him, and treat him? Why did they feel thus toward him? Is not a really honest and Christian character always respected? What must we do, if we would live respected, and die happy?

## TO TEACHERS.

The amount of instruction derived from reading exercises may be increased by introducing, occasionally, questions upon *grammatical construction*. Such have been appended to some of the lessons, as a specimen of the manner in which that branch may be connected with reading, and the principles of the science illustrated and fixed in the mind, while, at the same time, interest in the other objects of the reading exercise is increased. Pinneo's Primary Grammar, referred to in this book, is a work compiled expressly for that class of learners to which this Reader is adapted.

## ARTICULATION.

| | | | | | | |
|---|---|---|---|---|---|---|
| Gr. | Green, | grow, | grace, | great, | greedy, | gravity. |
| Gl. | Glade, | glide, | glebe, | glad, | glum, | glim. |
| | Bugl, | eagl, | ogl, | gargl, | smuggl, | struggl. |

# LESSON VIII.

1. Scale, to climb up, to ascend.
   Dell, a valley.
   Mat'-in, used in the morning.
   Cel'-e-brate, to praise, to extol.
   Ves'-per, used in the evening.
   Thrill, a warbling.
2. Flow'-ret, a little flower.
   Leaf'-lets, little leaves.
   Cull, to pick out, to pluck.
   O'-dor, smell, perfume.
   Ope, open.
3. Rip'-ple, a little curling wave.
   Lave, to bathe, to wash one's self.
   Az'-ure, blue like the sky.
4. Ro-man'-tic, wild, fanciful.
   Prat'-tler, a trifling talker.
   Song'-ster, a singer.
   War'-ble, a song.
   Re-fi'-ned, improved in delicacy.
   De'-i-ty, God.

## CHILDREN'S WISHES.

UTTER distinctly *all* the consonants in such words as *bird, scale, gladness, celebrate, earth, gladly, thrill, mirth, spread, gold-fish, grove, ripple, softness, prattlers, mortals, warble, leaflets, plants, songster, thoughts,* &c. See Exercise III, pages 11 to 15.

1. *Eliza.* I WISH I were a little bird,
   Among the leaves to dwell;
   To scale the sky in gladness,
   Or seek the lonely dell.
   My matin song should celebrate
   The glory of the earth,
   And my vesper hymn ring gladly
   With the thrill of careless mirth.

2. *Caroline.* I wish I were a flow'ret,
   To blossom in the grove;
   I' d spread my opening leaflets
   Among the plants I love.

No hand should roughly cull me,
And bid my odors fly;
I silently would ope to life,
And quietly would die.

3. *Louisa.* I wish I were a gold-fish,
To seek the sunny wave,
To part the gentle ripple,
And 'mid its coolness lave.
I'd glide through day delighted,
Beneath the azure sky;
And when night came on in softness,
Seek the star-light's milder eye.

4. *Mother.* Hush, hush, romantic prattlers;
You know not what you say,
When soul, the crown of mortals,
You would lightly throw away.
What is the songster's warble,
And the flow'ret's blush refined,
To the noble thoughts of Deity,
Within your opening mind?

MRS. GILMAN.

---

QUESTIONS.—What was Eliza's wish? What was Caroline's? What was Louisa's? What did Eliza say that she would do if she were a bird? What did Caroline say? What did Louisa say? Have birds or flowers any soul? What should we lose, if we were changed into birds or flowers? Why were these wishes foolish? What part of man is most worthy of his care?

For answers to the following and similar questions, see McGUFFEY'S NEWLY REVISED ECLECTIC SPELLING-BOOK, at the pages referred to.

Is the sound of *a* in *azure* long or short? (pages 12, 93.) What letters are silent in *night?* (page 132.) What is the affix in *lightly?* (page 107.)

THE TEACHER will find it profitable to examine the pupils upon the *spelling* of *all* the *difficult* or *unusual* words in the lesson. As they are found here in all their various inflections, this will form an exercise different from any in spelling-books, and one of great benefit, as an auxiliary in teaching spelling.

# LESSON IX.

1. Ex'-cel-lent, very good.
   Knowl'-edge, learning, skill.
   Bust'-ling, being active.
   Sub'-ject, the thing treated of.
3. Meek'-ly, mildly, quietly, gently.
   Bur'-dens, loads.
   Re-straint', any thing which hinders.
   * Un-re-strain'ed, without any thing to hinder.
4. Con-duct'-ed, led, guided.
   Trench'-es, ditches.
   Fer'-tile, producing much fruit, rich.
   Prod'-uce, that which is yielded or produced.
5. * Steer'-ed, guided, directed.
   Hoists, raises.
6. * Ap-pli'ed, directed, made use of.

* In participles or verbs of this kind, the last two syllables should generally be pronounced as one.

## KNOWLEDGE IS POWER.

REMARK.—This is a dialogue, and should be read as such.

UTTER each sound distinctly.—Ex-cel-lent, not *ex-slent:* old, not *ole:* sub-jects, not *sub-jec's:* bless-ing, not *bless-in:* curse, not *cus:* bear-ing, not *bear-in:* busts, not *buss:* fields, not *fiels.* See Exercise IV, pages 16 to 20.

1. "WHAT an excellent thing is knowledge," said a sharp-looking, bustling little man, to one who was much older than himself. "Knowledge is an excellent thing," repeated he. "My boys know more at six and seven years old, than I did at twelve. They can read all sorts of books, and talk on all sorts of subjects. The world is a great deal wiser than it used to be. Every body knows something of every thing now. Do you not think, sir, that knowledge is an excellent thing?"

2. "Why, sir," replied the old man, looking gravely, "that depends entirely upon the use to which it is applied. It may be a blessing or a curse. Knowledge is only an increase of power, and power may be a bad as well as a good thing." "That is what I can not understand," said the bustling little man. "How can power be a bad thing?"

3. "I will tell you," meekly replied the old man; and thus he went on: "When the power of a horse is under restraint, the animal is useful in bearing burdens, drawing loads, and carrying his master; but when that power is unrestrained, the

horse breaks his bridle, dashes to pieces the carriage that he draws, or throws his rider." "I see! I see!" said the little man.

4. "When the water of a large pond is properly conducted by trenches, it renders the fields around fertile; but when it bursts through its banks, it sweeps every thing before it, and destroys the produce of the fields. "I see! I see!" said the little man, "I see!"

6. "When the ship is steered aright, the sail that she hoists enables her sooner to get into port; but if steered wrong, the more sail she carries, the further will she go out of her course." "I see! I see!" said the little man, "I see clearly!"

7. "Well, then," continued the old man, "If you see these things so clearly, I hope you can see, too, that knowledge, to be a good thing, must be rightly applied. God's grace in the heart will render the knowledge of the head a blessing; but without this, it may prove to us no better than a curse." "I see! I see! I see!" said the little man, "I see!"

ANONYMOUS.

---

QUESTIONS.—What is the subject of this lesson? When is knowledge useful? When is it injurious? May it always be made useful? What marks and note are those used in the last sentence? In the first sentence, what word can you substitute for "excellent?"

---

## ARTICULATION.

In articulating separately the sounds which form a syllable, the *silent* letters must be *omitted*, as *e* in crav*e*, clim*e*, etc.; *a* in cr*ea*se, etc.

| | | | | | | |
|---|---|---|---|---|---|---|
| Kr. | Creed, | crave, | crane, | cruel, | acrid, | crease. |
| Kl. | Clime, | clove, | class, | cloud, | include, | decline. |
| | Tickl', | fickl', | speckl', | uncl', | cycl', | icicl'. |
| Kw.(qu) | Queen, | quite, | quote, | queer, | quiver, | liquid. |

THE TEACHER will find the Exercises on Articulation of great value, not only in giving the habit of clear and correct utterance, but also in developing the organs of speech. They are placed *between the lessons*, so that they can be practiced *before* or *after* reading, or *independently*, as the teacher may prefer.

# LESSON X.

In-struc'-tion, information, teaching.
Ex-am'-ine, to look at closely.
Knob, bunch. [larger.
Mag'-ni-fy-ing, making to appear
En-chant'-ment, the use of spells, or charms, or magic arts.
Con-sid'-er, to think on with care.
Rem'-e-dy, that which removes an evil.
Con-vey'-ed, carried.
String'-y, full of strings.
De-spi'-sed, treated with contempt.

## THE NETTLE.

REMARK.—To read dialogue well, the reader must fully understand the subject, and imagine himself in the situations of the several speakers.

UTTER each sound *correctly.* A-gain, (pro. *a-gen'*) not *a-gin:* hol-low, not *hol-ler:* point, not *pint:* young ones, not *young-uns:* nat-ure, not *na-ter,* nor *na-tshure:* lit-tle, not *lee-tle.*

*Anna.* Oh, papa! I have stung my hand with that nettle.

*Father.* Well, my dear, I am sorry for it; but pull up that large dock-leaf you see near it; now bruise the juice out of it on the part which is stung. Well, is the pain lessened?

*A.* Oh, very much indeed, I hardly feel it now. But I wish there was not a nettle in the world. I am sure I do not know what use there can be in them.

*F.* If you knew any thing of botany, Nanny, you would not say so.

*A.* What is botany, papa?

*F.* Botany, my dear, is the knowledge of plants.

*A.* Some plants are very beautiful. If the lily were growing in our fields, I should not complain. But this ugly nettle! I do not know what beauty or use there can be in that.

*F.* And yet, Nanny, there is more beauty, use, and instruction in a nettle, than even in a lily.

*A.* Oh, papa, how can you make that out?

*F.* Put on your gloves, pluck up that nettle, and let us examine it. First, look at the flower.

*A.* The flower, papa? I see no flower, unless those little, ragged knobs are flowers, which have neither color nor smell, and are not much larger than the heads of pins.

*F.* Here, take this magnifying glass and examine them.

*A.* O, I see now; every little knob is folded up in leaves, like a rose-bud. Perhaps there is a flower inside.

*F.* Try; take this pin and touch the knob. Well, what do you see?

*A.* Oh, how curious!

*F.* What is curious?

*A.* The moment I touched it, it flew open; a little cloud rose out like enchantment, and four beautiful little stems spring up as if they were alive; and now, that I look again with the glass, I see an elegant little flower, as nice and perfect as a lily itself.

*F.* Well, now examine the leaves.

*A.* Oh, I see they are all covered over with little bristles; and when I examine them with the glass, I see a little bag, filled with a juice, like water, at the bottom of each. Ha! these are the things which stung me.

*F.* Now touch the little bag with the point of the pin.

*A.* When I press the bag, the juice runs up and comes out at the small point at the top; so I suppose the little thorn must be hollow inside, though it is finer than the point of my cambric needle.

*F.* Have all the leaves those stings?

*A.* No, papa; some of the young ones are quite green and soft, like velvet, and I may handle them without any danger.

*F.* Now look at the stem, and break it.

*A.* I can easily crack it, but I can not break it asunder, for the bark is so strong, that it holds it together.

*F.* Well, now you see there are more curious things in the nettle than you expected.

*A.* Yes, indeed, I see that. But you have often told me that God makes nothing without its use; and I am sure I can not see any use in all these things.

*F.* That we will now consider. You saw the little flower burst open, and a cloud rose, you say, like enchantment. Now all this is necessary for the nature of the plant. There are many thousand plants in the world, and it has pleased God, in his wisdom, to make them all different. Now look at this other nettle, which grew on the opposite side of the road; you see, that it is not exactly like the one you have just examined.

*A.* No, papa; this has little flat seeds instead of flowers.

*F.* Very right, my dear. Now in order to make those seeds grow, it is necessary that the little flower of this plant

and the seed of that should be together, as they are in most others. But plants can not walk, like animals. The wisdom of God, therefore, has provided a remedy for this. When the little flower bursts open, it throws out a fine powder, which you saw rise like a cloud; this is conveyed by the air to the other plant, and when it falls upon the seed of that plant, it gives it power to grow, and makes it a perfect seed, which, in its turn, when it falls to the ground, will produce a new plant. Were it not for this fine powder, that seed would never be perfect, or complete.

*A.* That is very curious, indeed; and I see the use of the little cloud and the flower; but the leaf that stung me; of what use can that be? There, dear papa, I am afraid I puzzle you to tell me that.

*F.* Even these stings are made useful to man. The poor people in some countries, use them instead of blisters, when they are sick. Those leaves which do not sting, are used by some for food, and from the stalk others get a stringy bark, which answers the purpose of flax. Thus you see, that even the despised nettle is not made in vain; and this may teach you, that we only need to understand the works of God, to see that, "in goodness and wisdom he has made them all."

DR. WALSH.

QUESTIONS.—What is botany? Of what use is the nettle? Is there probably any thing in existence which is useless? Do we know the uses of all plants or animals? Should we therefore conclude that there are any that are useless? Why not?

## LESSON XI.

1. In-hab'-it-ed, occupied as a home.
   Im-mense', very large.
   Cav'-al-ry, a body of military troops on horses.
2. Im-pet-u-os'-i-ty, fury, violence.
5. Dex'-trous-ly, skillfully.
6. Re-du'-ced, brought into.
   O-rig'-in-al-ly, at first.
8. Qual'-i-ties, character, traits.
   Sym'-me-try, a proper proportion of the several parts.
11. Des'-per-ate, without care of safety.
    De-liv'-er-ance, release from danger.
    Break'-ers, waves which dash upon rocks.
12. Gal'-lant, brave, heroic.

## THE HORSE.

REMARK.—Words included in a parenthesis, should be read in a lower tone of voice than the rest of the sentence.

GIVE each letter its *full* and *correct* sound. An-i-mals, not *an'mals:* sev-er-al, not *sev'ral:* reg-u-lar-i-ty, not *reg'lar-i-ty:* cav-al-ry, not *cav'l-ry:* sur-pass'd, not *s'pass'd:* dan-ger-ous, not *dan-g'rous:* trav-el-ers, not *trav'lers:* op-po-site, not *op'site:* es-ca-ping, not *'sca-pin:* in-hab-i-tants, not *in-hab'tants:* o-rig-in-al-ly, not *o-rig'n'ly.* See Exercises on I, E, U, &c., on pages 16 to 20.

*Uncle Thomas.* Well, boys, I am glad to see you again. Since I last saw you, I have made an extensive tour, and at some future time, will describe to you what I have seen. I promised at this meeting, however, to tell you something about animals, and I propose to begin with the Horse. But I know you like stories better than lecturing, so I will proceed at once to tell you some which I have gathered for you.

*Frank.* We never feel tired of listening to you, Uncle Thomas; we know you always have something curious to tell us.

*Uncle Thomas.* Well, then, Frank, to begin at once with the Horse.

1. In several parts of the world there are to be found large herds of wild horses. In South America, in particular, the immense plains are inhabited by them, and, it is said, that ten thousand are sometimes found in a single herd. These herds are always preceded by a leader, who directs their motions; and such is the regularity with which they perform their movements, that it seems as if they could hardly be surpassed by the best trained cavalry.

2. It is extremely dangerous for travelers to meet a herd of this description. When they are unaccustomed to the sight of such a mass of creatures, they can not help feeling greatly alarmed at their rapid and apparently irresistible approach. The trampling of the animals sounds like the loudest thunder; and such is the rapidity and impetuosity of their advance, that it seems to threaten instant destruction.

3. Suddenly, however, they sometimes stop short, utter a loud and piercing neigh, and, with a rapid wheel, take an opposite course, and altogether disappear. On such occasions it requires great care in the traveler to prevent his horses from breaking loose and escaping with the wild herd.

4. In those countries where wild horses are so plentiful, the inhabitants do not take the trouble to raise them, but whenever they want one, they mount upon an animal accustomed to the sport, and gallop over the plain toward a herd, which is readily found at no great distance.

5. The rider gradually approaches some stragglers from the main body, and, having selected the one he wishes, he dextrously throws the lasso, (which is a long rope with a running noose, and which is firmly fixed to his saddle,) in such a manner as to entangle the animal's hind legs; and with a sudden turn of his horse, he pulls it over on its side.

6. In an instant, he jumps off his horse, wraps his cloak round the head of the captive, forces a bit into his mouth, and straps a saddle on his back. He then removes the cloak, and the animal starts on his feet. With equal quickness the hunter leaps into his saddle; and, in spite of the kicking of the captive, keeps his seat, till, being wearied out with his efforts, the horse submits to the guidance of his new master, and is reduced to complete obedience.

*Frank.* But, Uncle Thomas, are all horses originally wild? I have heard that Arabia is famous for raising horses.

7. *Uncle Thomas.* Arabia has, for a long time, been noted for the beauty and speed of its horses. It is not strange, however, that the Arabian horse should be the most excellent, when we consider the care and kindness with which it is treated. One of the best stories which I have ever heard of the love of an Arabian for his steed, is that related of an Arab, from whom an English officer wished to purchase his horse.

8. The animal was a bright bay mare, of fine form and great beauty; and the owner, proud of her appearance and qualities, paraded her before the Englishman's tent, until she attracted his attention. On being asked if he would sell her, "What will you give me?" was the reply. "That depends upon her age; I suppose she is past five?" "Guess again," said he. "Four?" "Look at her mouth," said the Arab, with a smile. On examination she was found to be about three. This, from her size and symmetry, greatly increased her value.

9. The gentleman said, "I will give you fifty tomans," (nearly two hundred and fifty dollars). "A little more, if you please," said the fellow, somewhat entertained. "Eighty—a hundred." He shook his head and smiled. The officer at last came to two hundred tomans, (nearly one thousand dollars). "Well, said the Arab, you need not tempt me further. You are a rich nobleman, and, I am told, have loads of silver and gold. Now," added he, "you want my mare, but you shall not have her for all you have got." He put spurs to his horse, and was soon out of the reach of temptation.

10. The horse can swim, when necessary, as well as most other animals, although he is not particularly fond of the water. Some years ago, a vessel was driven upon the rocks, on the coast of the Cape of Good Hope, and most of the crew fell an immediate sacrifice to the waves. Those who were left, were seen from the shore, clinging to the different pieces of the wreck. The sea ran so high, that no boat could venture off to their assistance.

11. Meanwhile, a planter had come from his farm, to be a spectator of the shipwreck. His heart was melted at the sight of the unhappy seamen, and knowing the bold spirit of his horse, and his excellence as a swimmer, he determined to

make a desperate effort for their deliverance. Having blown a little brandy into his horse's nostrils, he pushed into the midst of the breakers. At first, they both disappeared, but it was not long before they floated to the surface, and swam up to the wreck; when, taking two men with him, each of whom held on by one of his boots, he brought them safe to shore.

12. This was repeated no less than seven times, and he saved fourteen lives; but on his return the eighth time, being much fatigued, and meeting a tremendous wave, he lost his balance, and sunk in a moment. His horse swam safely to land, but its gallant rider sunk to rise no more.

BINGLEY.

---

QUESTIONS.—Where are wild horses found? In what manner do they perform their movements? How are they taken? For what purpose are they taken? In what country are the finest horses raised? Why are the horses so excellent there? Are not animals always made better by kind treatment? Why would not the Arab sell his horse? Relate the anecdote of the planter and the shipwrecked seamen.

---

## ARTICULATION.

| | | | | | | |
|---|---|---|---|---|---|---|
| Ld. | Old, | cold, | gold, | child, | held, | gild. |
| Lt. | Shalt, | belt, | salt, | colt, | jolt, | bolt. |
| Lz. | Mills, | hills, | rills, | wills, | pills, | bills. |

---

# LESSON XII.

1. Pris'-on-ed, confined, kept in.
   Vent'-ure, dare.
   Vale, a valley. [country.
2. Moor, a marshy, wild tract of
   Vail, a covering to conceal.
   Flow'-er-et, a little flower.
3. Di-vine', heavenly.
   Re-lig'-ion, belief about God and our duty to him.
   Gold'-en, like gold, or made of gold.
   Re-fleet'-ed, thrown back, returned.

## CHRISTIAN LIGHT AND HOPE.

REMARK.—In reading poetry, it is particularly important to observe the proper pauses. In this way, a sing-song style will be avoided.

GIVE each letter and syllable its *correct* sound. Nar-row, not *nar-rer:* be-yond, not *be-yend:* vent-ure, not *ven-ter,* nor *ven-choor.* See Exercises on O and U, page 17.

1. IF all our hopes and all our fears
Were prisoned in life's narrow bound;
If, travelers through this vale of tears,
We saw no better world beyond;
Oh, what could check the rising sigh?
What earthly thing could pleasure give?
Oh, who would venture then to die?
Oh, who could then endure to live?

2. Were life a dark and desert moor,
Where mists and clouds eternal spread
Their gloomy vail behind, before,
And tempests thunder over head;
Where not a sunbeam breaks the gloom,
And not a floweret smiles beneath;
Who could exist in such a tomb?
Who dwell in darkness and in death?

3. And such were life, without the ray
From our divine religion given;
'T is *this* that makes our darkness day;
'T is *this* that makes our earth a heaven.
Bright is the golden sun above,
And beautiful the flowers that bloom,
And all is joy, and all is love,
Reflected from a world to come.

BOWRING.

---

QUESTIONS.—What is the source of the greatest happiness we can possibly enjoy? What, then, is the duty and interest of every one? What point is that at the end of the second line? What word can you substitute for "floweret?"

What nouns are there in the first line? In the second line? In the third line? What is a noun? What adjective in the second line? What is an adjective? See Pinneo's Primary Grammar.

# LESSON XIII.

1. Per'-sian, a native of Persia.
Dis-tinc'-tion, high rank or character.
2. Sum'-mons, a call to appear at any place.
In-trust'-ing, putting in the care of any one.
4. Court, a king's palace.
Im-ag'-in-ed, thought, supposed.
Re-flec'-tion, attentive thought or consideration.
5. Lam-ent-a'-tions, cries of sorrow.
6. Pre-cip-i-ta'-tion, imprudent haste.
7. Court'-iers, those who attend the courts of kings.
9. Pin'-ions, wings.
Re-plen'-ish-ed, filled.
10. Nap'-kin, a towel.
Budg'-et, a bag, a bundle.
12. Rank'-led, was inflamed.

## EFFECTS OF RASHNESS.

ARTICULATE each sound and pronounce each word correctly. Scarce-ly, not *scurce-ly:* to'-ward, not *to-ward':* dăn[1]-ger, not *dān[2]-ger:* in-qui'-ry, not *in'-qui-ry:* fol-low'd, not *fol-ler'd:* ad-vent-ure, not *ad-ven-ter,* nor *ad-ven-tshure.*

Do not pronounce *a* as *u* in such words as the following: *infant,* (not *infunt*), *husband, appearance,* (not *uppearunce*), *animal, instantly, instance, repentance, precipitance,* &c. See Exercise on A, page 16.

1. A CERTAIN Persian of distinction, had, for years, been extremely anxious that he might have a son, to inherit his estate. His wishes were at length gratified. A son was born, and the fond father was so anxious for the health and safety of the little stranger, that he would scarcely suffer it to be taken out of his sight, and was never so much delighted, as when he was employed in holding it.

2. One day, his wife, on going to the bath, committed the infant to her husband's care, earnestly entreating him not to quit the cradle, until she came back. Scarcely, however, had she quitted the house, when the king sent for her husband. To refuse, or to delay obeying the royal summons, was impossible; he, therefore, went immediately to the palace, intrusting the child to the care of a favorite dog, which had been bred in the family.

3. No sooner was the father out of sight, than a large snake made its appearance, and was crawling toward the cradle. When the dog saw the child's life in danger, he instantly seized the snake by the back of the head, and destroyed it.

4. Soon after, the father returned from court, and the dog, as if conscious of the service he had performed, ran out to meet him. The man saw the dog stained with blood, and imagined that he had killed the child. Without making any further reflection or inquiry, he struck the faithful little animal such a blow with his stick, that he instantly expired.

5. When the father came into the house, and saw the child safe, and the snake lying dead by the side of the cradle, he smote his breast with grief, accusing himself of rashness and ingratitude toward the dog. While he was uttering these woeful lamentations, his wife came in, who, having learned the cause of his distress, blamed him severely for his want of reflection. He confessed his indiscretion, but begged her not to add reproaches to his distress, as reproof could now avail nothing.

6. "True," said she, "advice can be of no service in the present instance; but I wish to rouse your mind to reflection, that you may reap instruction from your misfortunes. Shame and repentance are the sure consequences of precipitation and want of reflection."

7. The king of Persia once had a favorite hawk. Being one day on a hunting party, with his hawk on his hand, a deer started up before him. He let the hawk fly, and followed the deer with great eagerness, till, at length, it was taken. The courtiers were all left behind in the chase.

8. The king, being thirsty, rode about in search of water. Reaching at length the foot of a mountain, he discovered a little water trickling in drops from the rock. He accordingly took a little cup out of his quiver, and held it to catch the water.

9. Just when the cup was filled, and the king was going to drink, the hawk, which had followed his master, alighted, shook his pinions, and overset the cup. The king was vexed at the accident, and again applied the vessel to the hole in the rock. When the cup was replenished, and he was lifting it to his mouth, the hawk clapped his wings, and again threw it down; at this the king was so enraged, that he flung the bird with such force against the ground, that it immediately expired.

10. At this time one of the king's officers came up. He took a napkin out of his budget, wiped the cup, and was going to give the king some water to drink. The king said,

he had a great inclination to taste the pure water, that distilled through the rock; but, not having patience to wait for its being collected in drops, he ordered the officer to go to the top of the mountain, and fill the cup at the fountain-head.

11. The officer having reached the top of the mountain, saw a large serpent lying dead at the spring, and perceived that the poisonous foam of the reptile had mixed with the water, which fell in drops through the rock. He descended, related the fact to the king, and presented him with a cup of cold water out of his flagon.

12. When the king lifted the cup to his lips, the tears gushed from his eyes. He then related to the officer the adventure of the hawk, and made many reflections upon the destructive consequences of precipitancy and thoughtlessness; and during his whole life, his breast rankled with sorrow and regret, that he had been guilty of such rashness.

ANONYMOUS.

---

QUESTIONS.—What is the subject of this lesson? Why and with what did the Persian leave his babe? What happened on his return? How did the Persian feel after learning that the dog had saved the life of his child? Of what fault was he guilty in killing the dog without examining the subject? What instruction does this lesson convey? Where is Persia? Point out all the stops in the first paragraph.

In the first sentence of the lesson, which are the verbs? In what mode is each verb? In what tense? What is the nominative to *had been?*

☞ The grammatical questions in this book are adapted to PINNEO'S PRIMARY GRAMMAR.

## TO TEACHERS.

Patient and careful *study* is as necessary to secure excellence in *Reading* as in Grammar, Geography, or any other branch. No improvement can be expected, without close attention to the *meaning* of words, to their correct and distinct *articulation*, to *pauses*, to *emphasis*, and to the *general spirit* of the piece, and these points attained, will go far toward making a correct, easy, and impressive reader.

ARTICULATION.

| | | | | | | |
|---|---|---|---|---|---|---|
| Md. | Seem'd[1], | deem'd[1], | teem'd[1], | doom'd[5], | bloom'd[5], | boom'd[5]. |
| Mz. | Seems[1], | deems[1], | teems[1], | dooms[5], | blooms[5], | booms[5]. |
| Nd. | Band[2], | hand[2], | land[2], | sand[2], | find[1], | mind[1]. |
| Nz. | Bans[2], | pens[2], | hens[2], | runs[2], | puns[2], | stuns[2]. |

# LESSON XIV.

1. Con'-se-quence, importance, influence.
   Dis-grace'-ful, shameful. [der.
2. A-cad'-e-my, a school of high or-
   Col'-lege, a seminary of learning of the highest order.
   Pre-cep'-tor, a teacher.
3. Prep-a-ra'-tion, a making ready.
4. In'-do-lent, lazy.
5. Vig'-or-ous, strong, active.
6. A-lac'-ri-ty, cheerfulness, sprightliness. [lege.
8. Pro-fess'-or, a teacher in a col-
9. Lu'-di-crous, adapted to raise laughter.
   Ap-plaus'-es, praises.
   Dis'-si-pa-ted, given up to vicious habits.
10. Im-prove'-ment, increase of knowledge.

## THE CONSEQUENCES OF IDLENESS.

REMARK.—You will derive interest and instruction from reflecting much upon what you have *read*, and making it, as opportunity offers, the subject of conversation.

ARTICULATE carefully all the consonants in such words as the following: *disgraceful, perception, preparation, recollection, fresh, blunders, professor, trembling, ludicrous, improvement, effects, expecting, persons, prepare, diligently, present, proper, alacrity, frightened, neglected, suspend, reward, industry.* See Exercise III, pages 11 to 15.

1. MANY young persons seem to think it of not much consequence if they do not improve their time well in youth, vainly expecting that they can make it up by diligence, when they are older. They also think it is disgraceful for *men* and *women* to be idle, but that there can be no harm for persons who are *young*, to spend their time in any manner they please.

2. George Jones thought so. When he was twelve years old, he went to an academy to prepare to enter college. His father was at great expense in obtaining books for him, clothing him, and paying his tuition. But George was idle. The preceptor of the academy would often tell him, that if he did not study diligently when young, he would never succeed well.

3. But George thought of nothing but present pleasure. He would often go to school without having made any preparation for his morning lesson; and, when called to recite with his class, he would stammer and make such blunders, that the rest of the class could not help laughing at him. He was one of the poorest scholars in the school, because he was one of the most idle.

4. When recess came, and all the boys ran out of the academy upon the play ground, idle George would come moping along. Instead of studying diligently while in school, he was indolent and half asleep. When the proper time for play came, he had no relish for it. I recollect very well, that, when *tossing up* for a game of ball, we used to choose every body on the play ground, before we chose George. And if there were enough without him, we used to leave him out. Thus was he unhappy in school, and out of school.

5. There is nothing which makes a person enjoy play so well, as to study hard. When recess was over, and the rest of the boys returned, fresh and vigorous, to their studies, George might be seen lagging and moping along to his seat. Sometimes he would be asleep in school; sometimes he would pass his time in catching flies, and penning them up in little holes, which he cut in his seat. And sometimes, when the preceptor's back was turned, he would throw a paper ball across the room.

6. When the class was called up to recite, George would come drowsily along, looking as mean and ashamed as though he were going to be whipped. The rest of the class stepped up to the recitation with alacrity, and appeared happy and contented. When it came George's turn to recite, he would be so long in doing it, and make such blunders, that all, most heartily, wished him out of the class.

7. At last George went with his class to enter college. Though he passed a very poor examination, he was admitted

with the rest; for those who examined him thought it was possible, that the reason why he did not answer questions better, was because he was frightened. Now came hard times for poor George. In college there is not much mercy shown to bad scholars; and George had neglected his studies so long, that he could not now keep up with his class, let him try ever so hard.

8. He could, without much difficulty, get along in the academy, where there were only two or three boys of his own class to laugh at him. But now he had to go into a large recitation room, filled with students from all parts of the country. In the presence of all these, he must rise and recite to a professor. Poor fellow! He paid dearly for his idleness.

9. You would have pitied him, if you could have seen him trembling in his seat, every moment expecting to be called upon to recite. And when he was called upon, he would stand up, and take what the class called a *dead set;* that is, he could not recite at all. Sometimes he would make such ludicrous blunders, that the whole class would burst into a laugh. Such are the applauses an idler gets. He was wretched, of course. He had been idle so long, that he hardly knew how to apply his mind to study. All the good scholars avoided him; they were ashamed to be seen in his company. He became discouraged, and gradually grew dissipated.

10. The officers of the college were soon compelled to suspend him. He returned in a few months, but did no better; and his father was then advised to take him from college. He left college, despised by every one. A few months ago, I met him a poor wanderer, without money and without friends. Such are the wages of idleness. I hope every reader will, from this history, take warning, and "stamp improvement on the wings of time."

11. This story of George Jones, which is a true one, shows how sinful and ruinous it is to be idle. Every child, who would be a Christian, and have a home in heaven, must guard against this sin. But as I have given you one story, which shows the sad effects of indolence, I will now present you with another, more pleasing, which shows the reward of industry.

ABBOTT.

QUESTIONS.—What is this story about? What did George Jones think most about? Was this wise? What gives new pleasure to our sports? Where did George go after he left school? How did he get along in college? What must we do to escape the disgrace which fell upon George? Do you think there is any idleness in heaven?

## LESSON XV.

1. His'-to-ry, a description or a narration of events.
2. Con'-science, our own knowledge of right and wrong.
   Game, play, sport.
4. Re-com-mend-a'-tion, speaking in praise of any one.
5. Re-view', to examine again.
   Tran'-quil, quiet, calm.
6. Con-fer'-red, given, bestowed.
7. Grad'-u-a-ted, received a degree from a college.
8. U-ni-vers'-al-ly, by all, without exception. [ly.
9. In-va'-ri-a-bly, always, uniform-
10. Ev'-i-den-ces, proofs.
    Ad-van'-ta-ges, opportunities for getting good.

### ADVANTAGES OF INDUSTRY.

REMARK.—In order to read with ease and force, stand erect, hold the head up, and throw the shoulders back.

UTTER each sound *distinctly* and *correctly.* His-to-ry, not *his-t'ry:* dil-i-gent, not *dil'-gent:* gen-er-al-ly, not *gen'r'l-ly:* of-fi-cers, not *of'cers:* de-liv-er, not *d'liv-er:* in-ter-est-ing, not *in-t'rest-ing:* mis-er-a-ble, not *mis'ra-ble*: ev-i-den-ces, not *ev'den-ces.* See Exercises on O, I, E, &c., pages 16 and 17.

1. I GAVE you the history of George Jones, an idle boy, and showed you the consequences of his idleness. I shall now give you the history of Charles Bullard, a class mate of George. Charles was about the same age with George, and did not possess superior talents. Indeed, I doubt whether he was equal to him, in natural powers of mind.

2. But Charles was a hard student. When quite young, he was always careful and diligent in school. Sometimes, when there was a *very hard* lesson, instead of going out to play during recess, he would stay in to study. He had resolved that his first object should be to get his lessons well,

and then he could play with a good conscience. He loved play as well as any body, and was one of the best players on the ground. I hardly ever saw any boy catch a ball better than he could. When playing any game, every one was glad to get Charles on his side.

3. I have said, that Charles would sometimes stay in, at recess. This, however, was very seldom; it was only when the lessons were very hard indeed. Generally, he was among the first on the play ground, and he was also among the first to go into school, when called. Hard study gave him a relish for play, and play again gave him a relish for hard study, so he was happy both in school and out. The preceptor could not help liking him, for he always had his lessons well committed, and never gave him any trouble.

4. When he went to enter college, the preceptor gave him a good recommendation. He was able to answer all the questions, which were put to him when he was examined. He had studied so well, when he was in the academy, and was so thoroughly prepared for college, that he found it very easy to keep up with his class, and had much time for reading interesting books.

5. But he would always get his lesson well, before he did any thing else, and would review it just before recitation. When called upon to recite, he rose tranquil and happy, and very seldom made mistakes. The officers of the college had a high opinion of him, and he was respected by all the students.

6. There was in the college, a society made up of all the best scholars. Charles was chosen a member of that society. It was the custom to choose some one of the society, to deliver a public address every year. This honor was conferred on Charles; and he had studied so diligently, and read so much, that he delivered an address, which was very interesting to all who heard it.

7. At last he *graduated*, as it is called; that is, he finished his collegiate course, and received his degree. It was known by all that he was a good scholar, and by all that he was respected. His father and mother, brothers and sisters came, on the commencement day, to hear him speak.

8. They all felt gratified, and loved Charles more than ever. Many situations of usefulness and profit were opened

to him, for Charles was now an intelligent man, and universally respected. He is still a useful and a happy man. He has a cheerful home, and is esteemed by all who know him.

9. Such are the rewards of industry. How strange it is, that any person should be willing to live in idleness, when it will certainly make him unhappy! The idle boy is almost invariably poor and miserable; the industrious boy is happy and prosperous.

10. But perhaps some child who reads this, asks, "Does God notice little children in school?" He certainly does. And if you are not diligent in the improvement of your time, it is one of the surest evidences that your heart is not right with God. You are placed in this world to improve your time. In youth, you must be preparing for future usefulness. And if you do not improve the advantages you enjoy, you sin against your Maker.

"With books, or work, or healthful play,
Let your first years be past,
That you may give, for every day,
Some good account at last."

ABBOTT.

---

QUESTIONS.—What is the subject of this lesson? In what respect was Charles Bullard different from George Jones? Which of them do you think most worthy of imitation? For what are we placed in this world? Should you not then be diligent in your studies? How should you sit or stand when you read? What word can you put in the place of "conferred," in the 6th paragraph? Why does the word "Maker" commence with a capital letter?

In the last paragraph what part of speech is *child? God? school? time? heart? little? diligent? future? healthful?* How are adjectives compared? What adjective of the superlative degree is there in the last paragraph? Compare it. What does the word *superlative* mean? See Pinneo's Primary Grammar.

What sound has *o* in *does*, and which letter is silent? (page 29.) What sound has *o* in *do?* (page 24.) From what is *usefulness* derived? (pages 108, 107.) See McGuffey's Eclectic Spelling-book, pages, 29, 24, 108, 107, as referred to above.

ARTICULATION.

| | | | | | | |
|---|---|---|---|---|---|---|
| Nt. | Point, | oint, | joint, | blunt$^{2}$, | hunt$^{2}$, | front$^{6}$. |
| Nj. | Hinge$^{2}$, | cringe$^{2}$, | singe$^{2}$, | twinge$^{2}$, | tinge$^{2}$, | plunge$^{2}$. |
| Nch. | Bunch$^{2}$, | punch$^{2}$, | branch$^{3}$, | stanch$^{3}$, | bench$^{2}$, | wench$^{2}$. |

# LESSON XVI.

Pro-fes'-sion, a man's business or trade.
Col'-o-nists, people who go to live together in a new country.
Found'-er, one who establishes.
Col'-o-ny, a settlement formed in a remote country.
Mill'-wright, one who builds mills.
Forge, a place where iron is beaten into form.
Em-ploy'-ment, business, occupation.
Law'-yer, one who practices law.
O-be'-di-ent, doing what is directed.
Pre-cise'-ly, exactly.
Pol-i-ti'-cian, one devoted to politics.

## THE COLONISTS.

REMARK.—Read this dialogue, as if you were talking to each other, under the circumstances here described.

ATTEND CAREFULLY to the proper articulation of the unaccented *a* in such words as *respectable, peaceable, ignorant, elegant, perusal,* &c. See Exercise III, pages 11 to 15.

DO NOT omit the *r* in words like the following: *farmer, hard, work, corn, carpenter, chairs, boards, forge, hearths, burn, barber, appear, servant, sir,* &c.

[NOTE.—Mr. Barlow one day invented a play for his children, on purpose to show them what kind of persons and professions are the most useful in society, and particularly in a new settlement. The following is the conversation which took place between himself and his children.]

*Mr. Barlow.* Come, my boys, I have a new play for you. I will be the founder of a colony; and you shall be people of different trades and professions, coming to offer yourselves to go with me. What are you, Arthur?

*Arthur.* I am a farmer, sir.

*Mr. Barlow.* Very well. Farming is the chief thing we have to depend upon. The farmer puts the seed into the

earth, and takes care of it when it is grown to ripe corn; without the farmer we should have no bread. But you must work very diligently; there will be trees to cut down, and roots to dig out, and a great deal of hard labor.

*Arthur.* I shall be ready to do my part.

*Mr. Barlow.* Well, then I shall take you willingly, and as many more such good fellows as I can find. We shall have land enough, and you may go to work as soon as you please. Now for the next.

*James.* I am a miller, sir.

*Mr. Barlow.* A very useful trade! Our corn must be ground, or it will do us but little good. But what must we do for a mill, my friend?

*James.* I suppose we must make one, sir.

*Mr. Barlow.* Then we must take a *mill-wright* with us, and carry millstones. Who is next?

*Charles.* I am a carpenter, sir.

*Mr. Barlow.* The most necessary man that could offer. We shall find you work enough, never fear. There will be houses to build, fences to make, and chairs and tables besides. But all our timber is growing; we shall have hard work to fell it, to saw boards and planks, and to frame and raise buildings. Can you help us in this?

*Charles.* I will do my best, sir.

*Mr. Barlow.* Then I engage you, but I advise you to bring two or three able assistants along with you.

*William.* I am a blacksmith.

*Mr. Barlow.* An excellent companion for the carpenter. We can not do without either of you. You must bring your great bellows, anvil, and vise, and we will set up a forge for you as soon as we arrive. By the by, we shall want a mason for that.

*Edward.* I am one, sir.

*Mr. Barlow.* Though we may live in log-houses at first, we shall want brick work, or stone work, for chimneys, hearths, and ovens, so there will be employment for a mason. Can you make bricks, and burn lime?

*Edward.* I will try what I can do, sir.

*Mr. Barlow.* No man can do more. I engage you. Who comes next?

*Francis.* I am a shoemaker, sir.

*Mr. Barlow.* Shoes we can not well do without, but I fear we shall get no leather.

*Francis.* But I can dress skins, sir.

*Mr. Barlow.* Can you? Then you are a useful fellow. I will have you, though I give you double wages.

*George.* I am a tailor, sir.

*Mr. Barlow.* We must not go naked; so there will be work for a tailor. But you are not above mending, I hope, for we must not mind wearing patched clothes, while we work in the woods.

*George.* I am not, sir.

*Mr. Barlow.* Then I engage you, too.

*Henry.* I am a silversmith, sir.

*Mr. Barlow.* Then, my friend, you can not go to a worse place than a new colony to set up your trade in.

*Henry.* But I understand clock and watch making too.

*Mr. Barlow.* We shall want to know how the time goes, but we can not afford to employ you. At present, I advise you to stay where you are.

*Jasper.* I am a barber and hair-dresser.

*Mr. Barlow.* What can we do with you? If you will shave our men's rough beards once a week, and crop their hairs once a quarter, and be content to help the carpenter the rest of the time, we will take you. But you will have no ladies' hair to curl, or gentlemen to powder, I assure you.

*Louis.* I am a doctor, sir.

*Mr. Barlow.* Then, sir, you are very welcome; we shall some of us be sick, and we are likely to get cuts, and bruises, and broken bones. You will be very useful. We shall take you with pleasure.

*Maurice.* I am a lawyer, sir.

*Mr. Barlow.* Sir, your most obedient servant. When we are rich enough to go to law, we will let you know.

*Oliver.* I am a schoolmaster.

*Mr. Barlow.* That is a very respectable and useful profession; as soon as our children are old enough, we shall be glad of your services. Though we are hard-working men, we do not mean to be ignorant; every one among us must be taught reading and writing. Until we have employment for you in teaching, if you will keep our accounts, and at present read sermons to us on Sundays, we shall be glad to have you among us. Will you go?

*Oliver.* With all my heart, sir.

*Mr. Barlow.* Who comes here?

*Phillip.* I am a soldier, sir; will you have me?

*Mr. Barlow.* We are peaceable people, and I hope we shall not be obliged to fight. We shall have no occasion for you, unless you can be a mechanic or farmer, as well as a soldier.

*Richard.* I am a dancing-master, sir.

*Mr. Barlow.* A *dancing-master?* Ha, ha! And pray, of what use do you expect to be in the "backwoods"?

*Richard.* Why, sir, I can teach you how to appear in a drawing-room. I shall take care that your children know precisely how low they must *bow* when saluting company. In short, I teach you the *science*, which will distinguish you from the savages.

*Mr. Barlow.* This may be all very well, and quite to *your* fancy, but *I* would suggest that we, in a new colony, shall need to pay more attention to the raising of corn and potatoes, the feeding of cattle, and the preparing of houses to live in, than to the cultivation of this elegant "*science*," as you term it.

*John.* I, sir, am a politician, and would be willing to edit any newspaper you may wish to have published in your colony.

*Mr. Barlow.* Very much obliged to you, Mr. Editor; but for the present, I think you may wisely remain where you are. We shall have to labor so much for the first two or three years, that we shall care but little about other matters than those which concern our farms. We certainly must spend some time in reading, but I think we can obtain suitable books for our perusal, with much less money than it would require to support you and your newspaper.

*Robert.* I am a gentleman, sir.

*Mr. Barlow.* A *gentleman!* And what good can you do us?

*Robert.* I intend to spend most of my time in walking about, and overseeing the men at work. I shall be very willing to assist you with my *advice*, whenever I think it necessary. As for my support, that need not trouble you much. I expect to shoot game enough for my own eating; you can give me a little bread and a few vegetables; and the barber shall be my servant.

*Mr. Barlow.* Pray, sir, why should we do all this for you?

*Robert.* Why, sir, that you may have the credit of saying that you have one gentleman, at least, in your colony.

*Mr. Barlow.* Ha, ha, ha! A fine gentleman, truly! When we desire the honor of your company, sir, we will send for you.

DR. AIKIN.

---

QUESTIONS.—What is the subject of this lesson? What play did Mr. Barlow propose? What kind of work does the farmer perform? The miller? The carpenter? What tools does the blacksmith use? What was Francis' trade? Did Mr. Barlow think he would be useful to the colonists? What did Mr. Barlow say about Henry's business? Why did not Mr. Barlow engage Maurice? Do you think the new colonists could live comfortably without Richard or John? What did Mr. Barlow say to Robert? Which trade, do you think, would be most useful in a new colony?

Which are the nouns in the first paragraph? Which of them are in the plural number? Which are masculine? Which are in the objective case? How is *play* governed? *Colony? Trades? Professions?* What does the word *objective* mean? See Pinneo's Primary Grammar.

---

# LESSON XVII.

1. Cel'-e-bra-ted, praised, honored.
2. Il-lus'-tri-ous, famous, highly distinguished.
   Sub-du'-ed, overcame, conquered.
3. Ex-pe-di'-tion, enterprise, undertaking.
4. Sub-jec'-tion, the being under the power of another.
5. Vic'-to-ries, conquests.
6. Hel'-les-pont, the name of a strait east of Europe.
   Gran'-i-cus, the name of a river in Asia.
12. Du-ra'-tion, continuance.
    Ban'-quet, a feast.
14. In-tem'-per-ance, the excessive drinking of intoxicating liquors.
15. Term'-in-a-ted, ended.

---

## ALEXANDER THE GREAT.

GIVE a full sound to *all* the consonants in such words as the following: *except, length, kings, illustrious, kingdom, against, subjects, conquests, states, shouts, respect.* See Exercise III, pages 11 to 15.

1. MACEDON was, for a long time, a small state in Greece, not celebrated for any thing, except that its kings always

governed according to the laws of the country, and that their children were well educated.

2. At length, after many kings had reigned over Macedon, one named Philip came to the throne, who determined to render his kingdom as illustrious as other kingdoms. He raised a large army, subdued many people, and contrived to make the other states of Greece quarrel among themselves.

3. When they were quite tired of fighting against each other, he induced them all to submit to him; which they were the more ready to do, because he gave them hopes that he would lead them on to conquer Persia. But before he set out on his expedition to Persia, he was killed by one of his own subjects.

4. Philip was succeeded by his son Alexander, called in history "Alexander the Great." On Philip's death, the Greeks thought themselves at liberty, and resolved that Macedon should no longer hold them in subjection, but Alexander quickly showed them that he was as wise as his father, and still bolder than he.

5. Alexander caused his father's murderers to be put to death; and then collecting his army, in an assembly of the Grecian states he delivered a speech, which convinced them of his wisdom and valor. After this, they agreed to make him, as his father had been, chief commander of Greece. He then returned to Macedon, and in a short time afterward began his conquests, and gained surprising victories; obliging all who fought against him to submit.

6. As soon as Alexander had settled the Grecian states to his wishes, he crossed the Hellespont, (now called the Dardanelles) with his army, in order to subdue Persia. The Persians, hearing of this, assembled their forces, and waited for him on the banks of the river called the Granicus. When the Grecians arrived on the opposite side, one of the generals advised Alexander to let his soldiers rest a little; but he was so eager for conquest, that he gave command instantly to march through the Granicus.

7. His troops, having found a shallow place, obeyed; the trumpets sounded, and loud shouts of joy were heard throughout the army. As soon as the Persians saw them advancing, they let fly showers of arrows at them, and when they were going to land, strove to push them back into the water, but in vain. Alexander and his army landed, and a

dreadful battle was fought, in which he proved victorious. He then, advancing from city to city, obliged them to own him for their king instead of Darius.

8. Darius, being informed of Alexander's progress, resolved to meet him with a great army. As soon as Alexander heard of his approach, he prepared to encounter him at Issus, where he obliged him to fly, leaving behind him his queen and family, and immense treasure, all of which Alexander seized.

9. Some time afterward, Darius fought another battle at Arbela, in which he was again defeated. Soon after this, he was killed; and thus ended the Persian Empire.

10. Not contented with the conquest of Persia, Alexander resolved to subdue the kings of India; and he obliged many of them to submit. One of them, named Porus, resisted him with great courage, but Alexander overcame him at last. He treated him, however, with much respect, gave him his liberty, and restored him to his kingdom; and Porus proved a faithful friend to him ever afterward.

11. Between the battles which Alexander fought with Darius, he subdued many states and kingdoms, and among others, Egypt and Babylon; and, after the death of Darius, he made still further conquests, besides those of the Indian princes, by which means the Grecian empire was raised to a great hight.

12. When Alexander rested from fighting, he took up his residence at Babylon, and lived there in the utmost splendor. But his glory was of short duration, for he had one very great fault, that of being excessively fond of eating and drinking. He wanted to make the world believe that he was a God, and could do whatever he chose. When he was at a banquet, he would try to drink more wine than any other man in the company.

13. At length he engaged to empty a cup, called Hercules's cup, which held six bottles of wine: and it is said he actually did so; but it proved the cause of his death, the wine heating his blood to such a degree, that it brought on a violent fever, which soon put an end to his life. He died three hundred and twenty-three years before the Christian era, at the age of thirty-two.

14. How shocking it is to think, that a man who had subdued so many nations, should suffer himself to be conquered

by the sin of intemperance. It is a lamentable truth that intemperance kills more than the sword.

15. The glory of the Grecian empire was terminated by the death of Alexander; for as he had no son fit to reign after him, and did not determine who should be his successor, the principal commanders of his army divided his conquests among themselves, and after many quarrels and battles, that which was one empire under Alexander, became four separate kingdoms.

ANONYMOUS.

---

QUESTIONS.—Whose son was Alexander? What did he do to his father's murderers? What countries did he conquer? What occasioned his death? How old was he? What is meant by the Christian era? What did he wish to make the world believe? Where is the strait, called the Dardanelles?

---

## ARTICULATION.

THE TEACHER will remember, that in uttering separately the *sounds* which compose a word, the *silent* letters must be omitted, as the *e* in prude, &c., the *u* and *e* in applause, &c. Such letters are sometimes left out, that the word may be better adapted for practice in articulation, as the *e* in staple, steeple, &c., in this Exercise.

| | | | | | | |
|---|---|---|---|---|---|---|
| Pr. | Pry$^{1}$, | prude$^{1}$, | print$^{2}$, | approve$^{5}$, | apprise$^{1}$, | express$^{2}$. |
| Pl. | Plum$^{2}$, | plat$^{3}$, | plank$^{2}$, | apply$^{1}$, | applause$^{4}$, | explode$^{1}$. |
| | Stapl'$^{1}$, | steepl'$^{1}$, | scrupl'$^{1}$, | rippl'$^{2}$, | tippl'$^{3}$, | suppl'$^{2}$. |

---

# LESSON XVIII.

2. Stat'-ure, natural hight of a person.
6. Con'-quer-ed, overcame, subdued. Lev'-el-ed, threw down to the ground.
Strew'-ed, scattered here and there.
8. Ab-hor', to dislike very much.
11. Gos'-pel, the truth contained in the history of Jesus Christ.

## THE CHILD'S INQUIRY.

REMARK.—Remember that in reading poetry, there is always danger of forgetting the sense in the rhyme, and therefore of reading, not as if you were expressing some thought or feeling to another mind, but as if you were chanting something to please the ear.

UTTER each sound distinctly. Hund-red, not *hun-red:* hands, not *han's:* child, not *chile:* why, not *wy.*

1. *Son.* How big was Alexander, Pa,
That people call him great?
Was he, like old Goliah, tall?
His spear a hundred weight?
Was he so large that he could stand
Like some tall steeple high;
And while his feet were on the ground,
His hands could touch the sky?

2. *Fath.* O no, my child: about as large
As I or Uncle James.
'T was not his *stature* made him great,
But greatness of his *name.*

3. *Son.* His *name* so great? I know 't is *long,*
But easy quite to spell;
And more than half a year ago
I knew it very well.

4. *Fath.* I mean, my child, his *actions* were
So great, he got a name,
That every body speaks with praise,
That tells about his fame.

5. *Son.* Well, what great actions did he do?
I want to know it all.

6. *Fath.* Why, he it was that conquered Tyre,
And leveled down her wall,
And thousands of her people slew;
And then to Persia went,
And fire and sword on every side
Through many a region sent.
A hundred conquered cities shone
With midnight burnings red;
And strewed o 'er many a battle ground,
A thousand soldiers bled.

7. *Son.* Did *killing people* make him great?
Then why was Abdel Young,
Who killed his neighbor, training day,
Put into jail and hung?
I never heard them call him great.

8. *Fath.* Why, no, 't was not in war;
And him that kills a single man,
His neighbors all abhor.

9. *Son.* Well, then, if I should kill a man,
I' d kill a hundred more;
*I* should be GREAT, and not get hung,
Like Abdel Young, before.

10. *Fath.* Not so, my child, 't will never do:
The Gospel bids be kind.

11. *Son.* Then they that *kill* and they that *praise*,
The Gospel do not mind.

12. *Fath.* You know, my child, the Bible says
That you must always do
To other people, as you wish
To have them do to you.

13. *Son.* But, Pa, did Alexander wish
That some strong man would come
And burn his house, and kill him too,
And do as he had done?
And every body calls him GREAT,
For killing people so!
Well, now, what *right* he had to kill,
I should be glad to know.
If one should burn the buildings here,
And kill the folks within,
Would any body call him great,
For such a wicked thing?

ANONYMOUS.

---

QUESTIONS.—What is the last mark in this lesson? Should the voice rise or fall in this place? Why? What kind of letters is "*right*" printed in? How should it be read?

# LESSON XIX.

Cau'-tious-ly, very carefully.
Per'-son-a-ble, good looking.
Balm'-y, soft, mild.
Re-mark'-a-bly, unusually.
In'-stru-ments, artificial machines for yielding harmonious sounds.
Glo'-ri-ed, boasted of, were proud of.
Re-sist'-ed, opposed, fought against.

## THINGS BY THEIR RIGHT NAMES.

REMARK.—Let your manner correspond with the sentiment of what you read. This is especially important in dialogue.

PRONOUNCE correctly. List-en, (pro. *lis'n*), not *lis-ten:* pret-ty, (pro. *prit-ty*), not *poot-ty:* cau-tious-ly, not *cosh-ous-ly:* catch, not *ketch.*

*Charles.* Father, this is a good time to tell us some stories. Last winter you used to tell us some, but now we never hear any; we are all here round the fire, quite ready to listen to you. Pray, dear father, let us have a very pretty one.

*Father.* With all my heart; what shall it be?

*C.* A bloody murder, father.

*F.* A bloody murder! Well then; Once upon a time, some men, dressed all alike—

*C.* With black crape over their faces?

*F.* No; they had steel caps on;—having crossed a dark heath, wound cautiously along the skirts of a deep forest.

*C.* They were ill-looking fellows, I dare say.

*F.* I can not say so; on the contrary, they were tall, personable men, as one will often see; they left on their right hand, an old ruined tower on the hill—

*C.* At midnight, just as the clock struck twelve; was it not, father?

*F.* No, really; it was on a fine balmy summer's morning;—and they moved forward, one behind another—

*C.* As still as death, creeping along under the hedges?

*F.* On the contrary, they walked remarkably upright; and so far from endeavoring to be hushed and still, they made a loud noise as they came along, with several sorts of instruments.

*C.* But, father, they would be found out immediately.

*F.* They did not seem to wish to conceal themselves; on the contrary, they gloried in what they were about. They moved forward, I say, to a large plain, where stood a neat, pretty village, which they set on fire—

*C.* Set a village on fire? wicked wretches!

*F.* And while it was burning, they murdered——twenty thousand men.

*C.* Oh, fie! father! you do not intend we should believe this; I thought all along you were making up a tale, as you often do; but you shall not catch me this time. What! they lay still, I suppose, and let these fellows cut their throats?

*F.* No, truly, they resisted as long as they could.

*C.* How should these men kill twenty thousand people, pray?

*F.* Why not? There were thirty thousand of the murderers.

*C.* Oh now, I have found you out! You mean a battle.

*F.* Indeed I do. I do not know of any murders half so bloody.

JANE TAYLOR.

---

QUESTIONS.—What is the subject of this dialogue? Why should a battle be called murdering? If all men loved each other, would there be any fighting? What, then, is necessary to put a stop to all quarreling? What mark is this—which occurs so frequently in this lesson, and for what is it used?

In the last sentence, which is the pronoun? The verb? The preposition? What does the word *preposition* mean? Why is it so called? What does it govern? See Pinneo's Primary Gram., Rule 3.

---

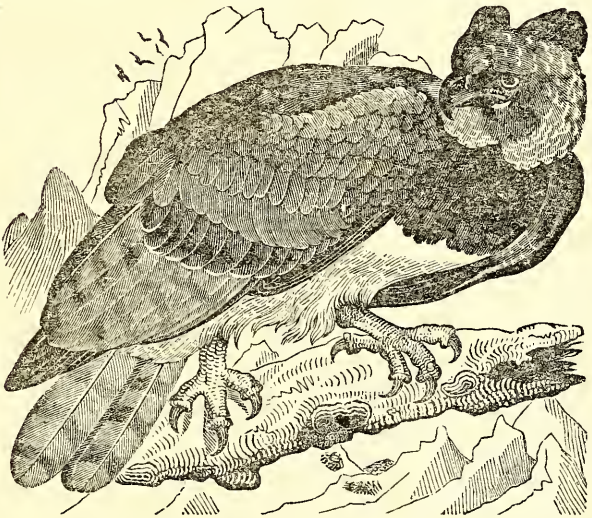
## ARTICULATION.

| | | | | | | |
|---|---|---|---|---|---|---|
| Ps. | Chips, | clips, | maps, | laps, | keeps, | sleeps. |
| | Steps, | skips, | ships, | whips, | flaps, | snaps. |
| | Slops, | stops, | chops, | shops, | stoops, | scoops. |
| Pt. | Apt, | kept, | slept, | wept, | swept, | whipt. |
| | Script, | propt, | chapt, | rapt, | sept, | adapt. |

# LESSON XX.

1. Su-prem'-a-cy, highest authority.
   Loft'-i-ness, hight.
   Tal'-ons, claws. [of, ascribed to.
   Im-pu'-ted, placed to the account
2. In-de-pend'-ence, boldness, a self-supporting power.
   Dis-dain', to scorn, to despise.
   Car'-cass, the dead body of an animal.
   Sub-sists', lives.
3. Com-po'-sed, made up of.
4. A-dopt'-ed, taken, selected for use.
   Em'-blem, a representation.
   Vi-cin'-i-ty, neighborhood.
5. Pro-cu'-ring, getting, obtaining.
   Re-lin'-quish, to give up.
6. Rep-re-sents', shows, exhibits.
   Sul'-len, gloomily angry and silent.

## THE EAGLE.



1. The eagle seems to enjoy a kind of supremacy over the rest of the inhabitants of the air. Such is the loftiness of his flight, that he often soars in the sky beyond the reach of the naked eye, and such is his strength, that he has been known to carry away children in his talons. But many of the noble qualities imputed to him by Buffon, and other writers, are rather fanciful than true.

2. He has been represented as possessing a lofty independence, which makes him disdain to feed on any thing that is not slain by his own strength. But Wilson says, that he has seen an eagle feasting on the carcass of a dead horse. It is, also, well known that the bald eagle principally subsists, by robbing the fish-hawk of his prey. The eagle lives to a great age. One, at Vienna, is stated to have died after a confinement of one hundred and four years.

3. There are several species of the eagle. The golden eagle, which is one of the largest, is nearly four feet from the point of the beak to the end of the tail. He is found in most parts of Europe, and is also met with in America. High rocks, and ruined and lonely towers, are the places which he chooses for his abode. His nest is composed of sticks and rushes. The tail feathers are highly valued as ornaments, by the American Indians.

4. The most interesting species is the bald eagle, as this is an American bird, and the adopted emblem of our country. He lives chiefly upon fish, and is found in the vicinity of the sea, and along the shores and cliffs of our large lakes and rivers.

5. According to the description given by Wilson, he depends, in procuring his food, chiefly upon the labors of others. He watches the fish-hawk as he dives into the sea for his prey, and darting down upon him as he rises, forces him to relinquish his victim, and then seizes it before it again reaches the water.

6. The plate, on the preceding page, represents the Harpy Eagle. This is said to be bold and strong, and to attack beasts, and even man himself. He is fierce, quarrelsome, and sullen, living alone in the deepest forests. He is found chiefly in South America.

COMPILED.

---

QUESTIONS.—Why is the eagle considered superior to other birds? Which species is the emblem of our country? How does he obtain his food? What would this practice be called if adopted among men? Have animals any knowledge of right or wrong? Is there any man so ignorant as not to know something of right and wrong?

# LESSON XXI.

1. Cen'-tu-ry, the space of a hundred years.
Gi-gan'-tic, very large, huge like a giant.
Di-men'-sions, size.
Sub-lime', lofty, grand.
3. Ad-join'-ing, joining to.
4. Dis-pers'-ed, scattered, separated in various directions.
Clam'-or-ous, loud, noisy.
Un-a-vail'-ing, useless, vain.
5. Perch'-ed, alighted or settled.
6. In-de-cis'-ion, irresolution, want of fixed purpose.
Mo'-men-ta-ry, for a single moment, a short time.
9. Cir'-cuit, movement round in a circle.
Ex-haust'-ed, wholly tired out.
11. Nest'-lings, young birds in the nest.

## THE OLD EAGLE TREE.

REMARK.—One important use of stops is, to give an opportunity to take breath.

ARTICULATE distinctly, and PRONOUNCE correctly. Field, not *fiel:* seem'd to, not *seem' to:* for-est, not *for-es:* nest, not *nes:* coast, not *coace:* nest-lings, not *nes-lings:* next, not *nex:* yield, not *yiel:* ev-i-dent-ly, not *ev-i-dunt-ly:* again, (pro. *a-gen*) not *a-gin* nor *a-gane:* birds, not *buds:* for-get, not *for-git:* cru-el-ty, not *crule-ty.*

1. IN a remote field, stood a large tulip tree, apparently of a century's growth, and one of the most gigantic of that splendid species. It looked like the father of the surrounding forest. A single tree, of huge dimensions, standing all alone, is a sublime object.

2. On the top of this tree, an old eagle, commonly called the "Fishing Eagle," had built her nest every year, for many years, and unmolested raised her young. What is remarkable, as she procured her food from the ocean, this tree stood full ten miles from the sea-shore. It had long been known as the "Old Eagle Tree."

3. On a warm, sunny day, the workmen were hoeing corn in an adjoining field. At a certain hour of the day, the old eagle was known to set off for the seaside, to gather food for her young. As she this day returned with a large fish in her claws, the workmen surrounded the tree, and by yelling, and hooting, and throwing stones, so scared the poor bird, that she dropped her fish, and they carried it off in triumph.

4. The men soon dispersed, but Joseph sat down under a bush near by, to watch, and to bestow unavailing pity. The bird soon returned to her nest, without food. The eaglets at once set up a cry for food so shrill, so clear, and so clamorous, that the boy was greatly moved.

5. The parent bird seemed to try to soothe them; but their appetites were too keen, and it was all in vain. She then perched herself on a limb near them, and looked down into the nest with a look that seemed to say, "I know not what to do next."

6. Her indecision was but momentary; again she poised herself, uttered one or two sharp notes, as if telling them to "lie still," balanced her body, spread her wings, and was away again for the sea!

7. Joseph was determined to see the result. His eye followed her till she grew small, smaller, a mere speck in the sky, and then disappeared. What boy has not thus watched the flight of the bird of his country?

8. She was gone nearly two hours, about double her usual time for a voyage, when she again returned, on a slow, weary wing, flying uncommonly low, in order to have a heavier atmosphere to sustain her, with another fish in her talons.

9. On nearing the field, she made a circuit round it, to see if her enemies were again there. Finding the coast clear, she once more reached the tree, drooping, faint, and weary, and evidently nearly exhausted. Again the eaglets set up their cry, which was soon hushed by the distribution of a dinner such as, save the cooking, a king might admire.

10. "Glorious bird!" cried the boy in ecstasy, and aloud, "what a spirit! Other birds can fly more swiftly, others can sing more sweetly, others scream more loudly; but what other bird, when persecuted and robbed, when weary, when discouraged, when so far from the sea, would do this?

11. "Glorious bird! I will learn a lesson from thee to-day. I will never forget, hereafter, that when the spirit is determined, it can do almost any thing. Others would have drooped, and hung the head, and mourned over the cruelty of man, and sighed over the wants of the nestlings; but thou, by at once recovering the loss, hast forgotten all.

12. "I will learn of thee, noble bird! I will remember this. I will set my mark high. I will try to do something, and to be something in the world; *I will never yield to discouragements.*"

TODD.

---

QUESTIONS.—Upon what does the eagle feed? What became of the fish which it was carrying to its young? What did it then do? What do men often do, after having suffered loss and disappointment? What ought we to do? What is the advantage of doing this? Is it a duty also? Do our duty and real profit ever disagree? What marks are those after "discouragements?"

Point out the pronouns in the last paragraph. What is a pronoun? What does the word *pronoun* mean? Why are *I* and *thee* called *Personal Pronouns?* How many kinds of pronouns are there?

---

## ARTICULATION.

| | | | | | | |
|---|---|---|---|---|---|---|
| Rd. | Yard,[3] | ward,[4] | bird,[3] | order,[3] | hardly,[3] | carding.[3] |
| Rj. | Barge,[3] | large,[3] | targe,[3] | dirge,[3] | forge,[1] | charger.[3] |
| Rk. | Ark | lark,[3] | spark,[3] | clerk,[3] | jerk,[3] | dirk.[3] |

---

# LESSON XXII.

1. Surg'-es, large waves.
   Vol-ca'-noes, burning mountains.
   Ex-plo'-ding, throwing out with force and a loud report.
2. Con-vul'-sion, commotion, tumult.
   Myr'-i-ad, a very great number.
   Con-fla-gra'-tion, a great fire.
3. La'-va, melted matter from a volcano.
4. Dex-ter'-i-ty, activity, skill.
6. Com-bust'-i-ble, easily burned.
7. Earth'-quake, a shaking of the earth.
8. Am-phi-the'-a-ter, a building of a round form for public amusements.
   A-re'-na, an open space of ground.
11. Ca-tas'-tro-phe, an unfortunate end.
    Ob'-vi-ous-ly, evidently.

## CONFLAGRATION OF AN AMPHITHEATER.

REMARK.—Do not make all parts of a sentence equally emphatic. This often destroys the sense, and makes your reading monotonous.

SOUND the unaccented *e* distinctly in such words as *respect, miserable, desperate, interest,* &c. See Exercise III, pages 11 to 15.

PRONOUNCE correctly. Bil-lows, not *bil-lers:* vol-ume, ( pro. *vol-yum*), not *vol-lum:* nar-row, not *nar-rer:* hid-e-ous, not *hij-jus:* mixture, not *mix-ter,* nor *mix-tshure:* fort-u-nately, not *for-tu-net-ly:* tremend-ous, not *tre-men-jus,* nor *tre-men-ju-ous.*

1. ROME was an ocean of flame. Hight and depth were covered with red surges, that rolled before the blast like an endless tide. The billows burst up the sides of the hills, which they turned into instant volcanoes, exploding volumes of smoke and fire; then plunged into the depths in a hundred glowing cataracts, then climbed and consumed again.

2. The distant sound of the city, in her convulsion, went to the soul. The air was filled with the steady roar of the advancing flame, the crash of falling houses, and the hideous outcry of the myriads flying through the streets, or surrounded and perishing in the conflagration.

3. All was clamor, violent struggle, and helpless death. Men and women of the highest rank were on foot, trampled by the rabble, that had then lost all respect for condition. One dense mass of miserable life, irresistible from its weight, crushed by the narrow streets, and scorched by the flames over their heads, rolled through the gates like an endless stream of black lava.

4. The fire had originally broken out upon the Palatine, and hot smoke, that wrapped and half blinded us, hung thick as night upon the wrecks of pavilions and palaces; but the dexterity and knowledge of my inexplicable guide carried us on.

5. It was in vain, that I insisted upon knowing the purpose of this terrible traverse. He pressed his hand on his heart in reassurance of his fidelity, and still spurred on. We now passed under the shade of an immense range of lofty buildings, whose gloomy and solid strength seemed to bid defiance to chance and time.

6. A sudden yell appalled me. A ring of fire swept round its summit: burning cordage, sheets of canvas, and a shower of all things combustible, flew into the air above our heads. An uproar followed, unlike all that I had ever heard, a hideous mixture of howls, shrieks, and groans.

7. The flames rolled down the narrow street before us, and made the passage next to impossible. While we hesitated, a huge fragment of the building heaved as if in an earthquake, and, fortunately for us, fell inward. The whole scene of terror was then open.

8. The great amphitheater of Statilius Taurus had caught fire; the stage, with its inflammable furniture, was intensely blazing below. The flames were wheeling up, circle after circle, through the seventy thousand seats that rose from the ground to the roof. I stood in unspeakable awe and wonder on the side of this colossal cavern, this mighty temple of the city of fire. At length, a descending blast cleared away the smoke that covered the arena.

9. The cause of those horrid cries was now visible. The wild beasts kept for the games, had broken from their dens. Maddened by fright and pain, lions, tigers, panthers, wolves, whole herds of the monsters of India and Africa, were inclosed in an impassable barrier of fire.

10. They bounded, they fought, they screamed, they tore; they ran howling round and round the circle; they made desperate leaps upward through the blaze; they were flung back, and fell only to fasten their fangs in each other, and, with their parching jaws bathed in blood, to die raging.

11. I looked anxiously to see whether any human being was involved in this fearful catastrophe. To my great relief, I could see none. The keepers and attendants had obviously escaped. As I expressed my gladness, I was startled by a loud cry from my guide, the first sound that I had heard him utter.

12. He pointed to the opposite side of the amphitheater. There indeed sat an object of melancholy interest; a man who had been either unable to escape, or had determined to die. Escape was now impossible. He sat in desperate calmness on his funeral pile. He was a gigantic Ethiopian slave, entirely naked,

13. He had chosen his place, as if in mockery, on the imperial throne; the fire was above him and around him, and

under this tremendous canopy he gazed, without the movement of a muscle, on the combat of the wild beasts below; a solitary sovereign, with the whole tremendous game played for himself, and inaccessible to the power of man.

CROLY.

QUESTIONS.—Where is Rome? What is a conflagration? What had happened to Rome? What is an amphitheater? To whom do we owe our preservation from fire, and from other calamities?

## LESSON XXIII.

2. Un-pleas'-ant, disagreeable.
3. Af-fec'-tion, love, good will.
4. Cul'-ti-va-ting, cherishing, encouraging.
5. Un-pop'-u-lar, not pleasing others.
6. Com-pan'-ions, those who keep company with any one.
7. Sac'-ri-fi-ces, things given up to oblige others.
   Pro-mote', advance, forward.
10. Suf'-fer-ing, undergoing pain.
11. Gen-er-os'-i-ty, kindness, nobleness of soul.
    Ha-bit'-u-al-ly, customarily, by frequent practice.
13. Ac-com'-mo-date, to make comfortable.
    At-tract'-ing, drawing to, inviting.
15. In-fal'-li-ble, certain, that can not fail.
16. Man'-i-fest, to show plainly.
    In'-ter-course, communication, mutual dealings.

### THE WAY TO BE HAPPY.

REMARK.—In reading, be careful to avoid holding your book directly in front of your face, for this obstructs the free passage of the voice.

PRONOUNCE correctly. Un-pop'-u-lar, not *un-pop-i-lar:* sac-ri-fices, not *sac-ri-fis-es,* nor *sa-cri-fis-es:* mis-fort-une, not *mis-for-ten:* your, not *yer,* as, all in *your* power, not all in *yer* power.

1. EVERY child must observe, how much more happy and beloved some children are than others. There are some children you always love to be with. They are happy themselves, and they make you happy.

2. There are others, whose society you always avoid. The very expression of their countenances produces unpleasant feelings. They seem to have no friends.

3. No person can be happy without friends. The heart is formed for love, and can not be happy without the opportunity of giving and receiving affection.

"'T is not in titles nor in rank,
'T is not in wealth like London bank,
To make us truly blest.
If happiness have not her seat
And center in the breast,
We may be wise, or rich, or great,
But never can be blest."

4. But you can not receive affection, unless you will also give it. You can not find others to love you, unless you will also love them. Love is only to be obtained by giving love in return. Hence the importance of cultivating a cheerful and obliging disposition. You can not be happy without it.

5. I have sometimes heard a girl say, "I know that I am very unpopular at school." Now this is a plain confession, that she is very disobliging and unamiable in her disposition.

6. If your companions do not love you, it is your own fault. They can not help loving you, if you will be kind and friendly. If you are not loved, it is a good evidence that you do not deserve to be loved. It is true, that a sense of duty may, at times, render it necessary for you to do that which will be displeasing to your companions.

7. But if it is seen that you have a noble spirit; that you are above selfishness; that you are willing to make sacrifices of your own personal convenience, to promote the happiness of your associates; you will never be in want of friends.

8. You must not regard it as your misfortune, that others do not love you, but your fault. It is not beauty, it is not wealth, that will give you friends. Your heart must glow with kindness, if you would attract to yourself the esteem and affection of those by whom you are surrounded.

9. You are little aware, how much the happiness of your whole life depends upon the cultivation of an affectionate and obliging disposition. If you will adopt the resolution, that you will confer favors whenever you have an opportunity,

you will certainly be surrounded by ardent friends. Begin upon this principle in childhood, and act upon it through life, and you will make yourself happy, and promote the happiness of all within your influence.

10. You go to school on a cold winter morning. A bright fire is blazing upon the hearth, surrounded with boys struggling to get near it to warm themselves. After you get slightly warmed, another schoolmate comes in, suffering with cold. "Here, James," you pleasantly call out to him, "I am almost warm; you may have my place."

11. As you slip aside to allow him to take your place at the fire, will he not feel that you are kind? The worst dispositioned boy in the world can not help admiring such generosity. And even though he be so ungrateful as to be unwilling to return the favor, you may depend upon it, that he will be your friend, as far as he is capable of friendship. If you will habitually act upon this principle, you will never want for friends.

12. Suppose, some day, you were out with your companions playing ball. After you had been playing for some time, another boy comes along. He can not be chosen upon either side, for there is no one to match him. "Henry," you say, "you may take my place a little while, and I will rest."

13. You throw yourself down upon the grass, while Henry, fresh and vigorous, takes your bat and engages in the game. He knows that you gave up to accommodate him; and how can he help liking you for it? The fact is, that neither man nor child can cultivate such a spirit of generosity and kindness, without attracting affection and esteem.

14. Look and see which of your companions have the most friends, and you will find, that they are those who have this noble spirit; who are willing to deny themselves, that they may make their associates happy. This is not peculiar to childhood. It is the same in all periods of life. There is but one way to make friends; and that is, by being friendly to others.

15. Perhaps some child who reads this, feels conscious of being disliked, and yet desires to have the affection of his companions. You ask me what you shall do. I will tell you. I will give you an infallible rule. Do all in your

power to make others happy. Be willing to make sacrifices of your own convenience, that you may promote the happiness of others.

16. This is the way to make friends, and the only way. When you are playing with your brothers and sisters at home, be always ready to give them more than their share of privileges. Manifest an obliging disposition, and they can not but regard you with affection. In all your intercourse with others, at home or abroad, let these feelings influence you, and you will receive a rich reward.

CHILD AT HOME.

---

QUESTIONS.—How can we secure the love and esteem of our companions? Can young people expect to enjoy the favor of their friends unless their conduct is worthy of it? What mark is that placed before the T, in the word "'T is" in the first line of the poetry? What does it show?

What adjective is repeated three times in the first paragraph? What noun is repeated three times? How many verbs are there in the same paragraph? What is a verb? What does the word *verb* mean? Why is it so called? See Pinneo's Primary Grammar.

---

## ARTICULATION.

| | | | | | | |
|---|---|---|---|---|---|---|
| Rl. | Marl[3], | snarl[3], | pearl[3], | early[3], | curly[3], | burly[3]. |
| Rm. | Firm[3], | warm[4], | worm[6], | swarm[4], | army[3], | former[3]. |
| Rn. | Barn[3], | yarn[3], | stern[3], | born[3], | warn[4], | earnest[3]. |

---

# LESSON XXIV.

1. Blast, a gust of wind.
Am-bi'-tion, desire of honor or power.
Im-ag-in-a'-tion, a power of the mind which forms fanciful ideas.
Schemes, plans.

3. Be-tray', to deceive one who trusts.
Dupes, those who are fooled or deceived.
Crit'-ic, one who judges of literary works.
Vends, sells.

## HOLLOW, HOLLOW.

REMARK.—Be careful, in this lesson, to pronounce correctly the words *hollow, follow, swallow,* not holler, foller, swaller. See Exercise IV, page 17.

ARTICULATE clearly. Blast, not *blass:* oft, not *off:* vends, not *vens:* friend, not *frien:* hand, not *han:* de-ceit, not *d'ceit.*

1. I STOOD beneath a hollow tree,
The blast it hollow blew;
I thought upon the hollow world,
And all its hollow crew,
Ambition and its hollow schemes,
The hollow hopes we follow;
Imagination's hollow dreams,
All hollow, hollow, hollow!

2. A crown it is a hollow thing,
And hollow heads oft wear it;
The hollow title of a king,
What hollow hearts oft bear it!
No hollow wiles, nor honey 'd smiles,
Of ladies fair I follow;
For beauty sweet still hides deceit,
'T is hollow, hollow, hollow!

3. The hollow leader but betrays
The hollow dupes who heed him;
The hollow critic vends his praise
To hollow fools who feed him;
The hollow friend who takes your hand,
Is but a summer swallow;
Whate 'er I see is like this tree,
All hollow, hollow, hollow!

ANONYMOUS.

---

QUESTIONS.—How does this lesson represent the world? Are there not some honest-hearted persons in the world? Ought not all to be so? What do you understand by "ambition's schemes?" How do these prove to be hollow or worthless? What is meant by "imagination's dreams?" How do these prove hollow? In what respect are friends often like summer swallows? What word can you substitute for "vends?" What, for "dupes?" What note is that after the last word "hollow?"

What letters are silent in *thought?* (page 48.) In *hollow?* (page 50.) In *dreams?* (page 32.) By the addition of what affix is *leader* formed? (page 105.) See McGuffey's Spelling-book at the pages referred to above.

# LESSON XXV.

1. Ceil'-ing, the inner covering of the top of a room.
4. Un-doubt'-ed-ly, certainly.
6. Ex-pla-na'-tion, the act of making plain.
7. Mi'-cro-scope, an instrument [which magnifies.
8. Ob-serv'-ing, taking notice of.
10. Her'-cu-les, a hero of the ancients celebrated for his strength.
14. Hur'-ri-cane, a violent wind.
Wil'-der-ness, a tract of country where no one lives, a desert.
16. Crev'-ice, a crack, an opening.
19. Vac'-u-um, an empty space.
25. Ho-ri'-zon, the circle where the earth and sky seem to meet.
31. Dis-tin'-guish-ed, famous, great.
Pol'-ish-ed, made smooth and glossy.
32. In-gen'-ious, skillfully contrived.

## HOW A FLY WALKS ON THE CEILING.

Remark.—Endeavor always to adapt your mode of reading to the subject and the style of writing.

Utter each letter distinctly. Phi-los-o-phy, not *ph'los'phy:* li-bra-ry, not *li-br'y:* coun-te-nance, not *count'nance:* dif-fi-cult, not *dif'cult:* ren-der-ing, not *ren-d'ring.* See Exercises on the vowels, pages 16, 17.

1. "Papa, will you explain to us the means by which flies are enabled to ascend a pane of glass, and walk with ease along the ceiling of the room? You know you told us the other day you would do so."

2. "Well, Harriet, I will try; though I am not sure that I shall be able to make you understand me."

3. "Oh, never fear that," exclaimed Harriet and her two little brothers at the same time; "we can surely understand how a fly walks; it must be very simple."

4. "Undoubtedly very simple, but it requires some previous knowlēdge of philosophy."

5. "Oh, if the walking of a fly or musketo is at all connected with philosophy, I assure you I shall want to know nothing about it, for I hate philosophy, it is such dry stuff."

6. "Papa, never mind my sister," said William. "James and I want very much to understand, and Harriet need not stay to hear the explanation, if she does not wish to."

7. "Well, my boys, come to the library. I have just arranged my solar microscope, to show you the foot and the leg

of a fly, and some other curious things. I have likewise my air-pump ready, which will help to explain what you want to know."

8. Harriet looked a little disappointed, and wished that she had not pronounced so decidedly against philosophy, for she was very fond of seeing, and only disliked the labor of studying. Her papa, observing the moody expression of her lively countenance, said, "I wish you, William, to try and persuade your sister to overcome so much of her dislike to philosophy, for the present, as to accompany us to the library." William had no difficult task to perform, and in a minute they were all seated in the library, eager to hear all that could be said about the little pedestrian.

9. The father began: "My children, the fly, every time he moves his foot, performs a philosophical experiment, similar in every respect, to that which I now show you, by moving the handle of the air-pump. You perceive that this glass vessel, which is put on this brass plate, now adheres so firmly to it, that I am unable to force it away."

10. "How wonderful!" exclaimed Harriet. "It is as fast to the plate, as the friend of Hercules that I read about the other day, was to the stone on which he sat, in the drear dominions of Pluto."

11. "How is this done, father? It looks like some conjurer's trick. I see nothing pressing upon the glass to cause it to stick so fast."

12. "Though you can not see it, I assure you there is some thing pressing very hard all around it, and that is the air."

13. "You astonish me. Has the air weight? I never heard of that before. I shall never say again, 'as light as air.'"

14. "But you have heard of hurricanes sweeping away forests and houses, and rendering the countries over which they passed, a wilderness: and in truth, they are almost as much to be dreaded as earthquakes, and a hurricane is only air put in motion."

15. "I have been very stupid not to find out, that air has weight. But how is it that we do not feel it, papa?" "To be sure," continued Harriet, "if it was so heavy it would pin us to the earth, as Prometheus was fastened to the rock; and then we should be in a pretty condition, I think. How will you answer that, papa?"

16. "I have had a more puzzling question to answer, I assure you. The air is a very subtile fluid, and finds its way into every crevice; and one of its properties is, that it presses equally in all directions; up, and down, and sideways, with equal force. We only perceive its weight, when we remove the air from one side of a body, so as to cause the whole weight to be upon the other.

17. "From this glass vessel I withdrew the air that was in the inside of it, and which pressed it upward with a force exactly equal to that with which the air above pressed downward, and then the whole weight of the atmosphere pressing in one direction, kept it firmly attached to the brass plate."

18. "That is a very beautiful arrangement," cried William, "I shall never breathe the air again, without thinking of its wonderful properties."

19. "I will take off this vessel and put this one on, which is open at both ends; now put your hand, Harriet, on the upper end, and I will cause a slight vacuum to take place, so that you may feel the pressure."

20. "Stop, father, you will crush my hand to pieces, if you move that handle another time. Do look at my hand, William; the gripe of a giant would be nothing to that.

21. William tried the experiment himself. "How heavy is the atmosphere, papa? I should like to know that."

22. "It is very heavy; it presses upon the surface of all bodies near the level of the ocean, with a force equal to fourteen pounds on every square inch.

23. "But I will perform another experiment, showing the pressure of the atmosphere. I place this glass vessel, which is open at both ends, on the plate of the air-pump; on the top of it I place the piece of glass, which is so closely fitted as to exclude the air. I now withdraw the air from under it."

24. "What a crash, father," exclaimed William and Harriet at the same instant, as the glass was shivered to pieces by the weight of the air.

25. "I think you can now understand that if a fly has the power to extract the air from his feet as he moves along, the pressure of the atmosphere is sufficient to hold him fast to any surface, however smooth, and however much inclined to the horizon."

26. "If the fly can do that, he is more of a philosopher than I took him to be," said William. "But I am impatient to see how the little fellow accomplishes the feat."

27. "Here is the leg of a common fly, that I have placed in the solar microscope, which I bring to the proper focus. It is now so much magnified, that we can examine the various parts of it with ease."

28. "What a strange looking thing it is, and so large! my arm is nothing to it. How I should like to see an elephant put into a microscope."

29. "What an idea, Harriet! Why, it would appear as large as one of the Alps," exclaimed William.

30. "We only use microscopes to examine bodies that are too delicate for the eye; but you will observe that the leg is hollow, for there is a line of light running up the middle of it, which you can easily perceive. At the foot, you can distinctly observe a flap or membrane, to which are attached two points, one in front, and the other behind. These the fly can move at pleasure, and can extend or contract the flap just as he pleases.

31. "When Mr. Fly, then, wishes to pay a visit of ceremony to a distinguished acquaintance, or to move with gravity around his fair one, without the trouble of raising himself in the air, he stretches out these points, tightens the flap, draws the air from under it, and moves along the polished surface of the glass, with as much ease and security as you can on the broad gravel-walk in the garden."

32. "How delightful! How beautiful! How ingenious!" they all exclaimed at once. "I shall never see a fly again without interest."

PEARL.

---

QUESTIONS.—What is the subject of this lesson? What experiment does the fly perform with his foot? What is philosophy? Is it important that children should possess philosophical knowledge? Has air weight? What is an air-pump? Of what use are microscopes? Do you not think there is pleasure as well as profit in studying philosophy?

Will you name the nouns, in the 14th paragraph, which are in the *plural number?* Those in the 16th paragraph, which are in the *singular number?* How is the plural of nouns generally formed? What are the exceptions? See Pinneo's Primary Grammar.

ARTICULATION.

| | | | | | |
|---|---|---|---|---|---|
| Rt. | Skirt, | flirt, | port, | extort, | party. |
| | 3 | 3 | 1 | 3 | 3 |
| Rch. | Starch, | porch, | scorch, | lurch, | archly. |
| | 3 | 1 | 3 | 3 | 3 |

# LESSON XXVI.

2. Re-sound'-ed, echoed, sounded back.
   Viv'-id, bright.
4. A-ba'-ted, lessened, decreased.
5. In-con-sid'-er-ate, rash, thoughtless.
6. Ex-cla-ma'-tion, a loud outery.
8. Aug-ment'-ed, increased.
   Fe-ro'-cious, savage, wild.
   Re-demp'-tion, deliverance.
10. Il-lu'-min-a-ted, made light.
    Glar'-ing, shining.
    Pen'-e-tra-ted, entered, reached into.
12. Im-pet'-u-ous, furious, violent.
16. Ap'-er-ture, an opening.
17. Mus'-cle, the fleshy part of the body.
18. An-nounc'-ed, made known.
    Con-firm'-ed, strengthened.
19. Sur-pass'-ed, exceeded, went beyond.

## A CONTEST WITH TIGERS.

Remark.—Never neglect to pronounce the little words distinctly, because they are little. Much sometimes depends upon them.

Sound the *d* distinctly in *wind, around, and, found, sound,* &c. See Exercise IV, page 18.

Pronounce correctly. In-dian, (pro. *Ind'-yan*), not *in-jun:* mo-ment-a-ry, not *mo-munt-a-ry:* vent-ur'd, (pro. *vent-yur'd*), not *ven-ter'd:* cav-ern, not *cav-un:* ex-tra-or-di-na-ry (pro. *ex-tror-di-na-ry*), fort-u-nate-ly, not *fort-er-nit-ly* nor *for-tshu-nit-ly:* tre-men-dous, not *tre-men-di-ous:* en-trance, not *en-trunce:* get-ting, not *git-ting.*

1. On leaving the Indian village, we continued to wind around Chimborazo's wide base. A dense fog was now gathering around it, and its snow-covered head was hid from our view. Our guides looked anxiously about, and announced their apprehension of a violent storm.

2. We soon found that their fears were well founded. The thunder began to roll, and resounded through the mountainous passes with the most terrific grandeur. Then came the vivid lightning; flash following flash—above, around, beneath—every where a sea of fire.

3. We sought a momentary shelter in a cleft of the rocks, while one of our Indian guides hastened forward to seek a more secure asylum. In a short time, he returned, and informed us that he had discovered a spacious cavern, which would afford us sufficient protection from the storm. We proceeded thither immediately; and with great difficulty, and not a little danger, we at last got into it.

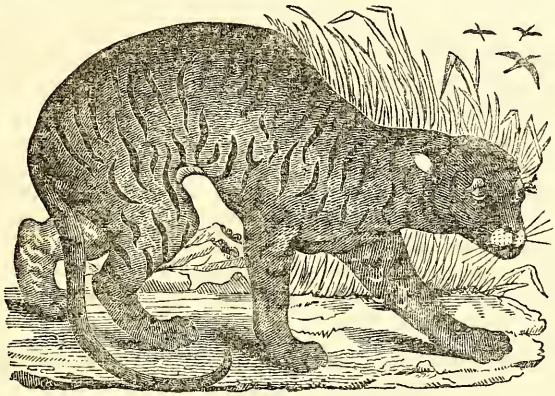
4. When the storm had somewhat abated, our guides ventured out, in order to ascertain if it were possible to continue our journey. The cave, in which we had taken refuge, was so extremely dark, that if we moved a few paces from the entrance, we could hardly see an inch before us; and we were debating as to the propriety of leaving it, even before the Indians came back, when we suddenly heard a singular groaning or growling in the further end of the cavern, which instantly fixed all our attention.

5. Wharton and myself listened anxiously; but our daring and inconsiderate young friend Lincoln, together with my huntsman, crept about upon their hands and knees, and endeavored to discover, by groping, from whence the sound proceeded.

6. They had not advanced far into the cavern, before we heard them utter an exclamation of surprise; and they returned to us, each carrying in his arms an animal, singularly marked, and about the size of a cat, seemingly of great strength and power, and furnished with immense fangs. The eyes were of a green color; strong claws were upon their feet, and a blood-red tongue hung out of their mouths.

7. Wharton had scarcely glanced at them, when he exclaimed in consternation, "We have come into the den of a—" He was interrupted by a fearful cry of dismay from our guides, who came rushing precipitately toward us, calling out, "A tiger! a tiger!" and, at the same time, with extraordinary rapidity, they climbed up a cedar tree, which stood at the entrance of the cave, and hid themselves among the branches.

8. Wharton called us to assist him instantly in blocking up the mouth of the cave with an immense stone, which fortunately lay near it. The sense of approaching danger augmented our strength; for we now distinctly heard the growl of the ferocious animal, and we were lost beyond redemption, if he reached the entrance before we could get it closed.



9. Ere this was done, we could distinctly see the tiger bounding toward the spot, and stooping in order to creep into his den by the narrow opening. At this fearful moment, our exertions were successful, and the great stone kept the wild beast at bay.

10. There was a small open space, however, between the top of the entrance and the stone, through which we could see the head of the animal illuminated by his glowing eyes, which he rolled glaring with fury upon us. His frightful roaring penetrated to the depths of the cavern, and was answered by the hoarse growling of the cubs.

11. Our ferocious enemy attempted first to remove the stone with his powerful claws, and then to push it with his head from its place; and these efforts, proving useless, only served to increase his wrath. He uttered a tremendous, heart-piercing howl, and his flaming eyes darted light into the darkness of our retreat.

12. He went backward and forward before the entrance of the cave, in the most wild and impetuous manner; then stood still, and stretching out his neck in the direction of the forest, broke forth in a deafening howl.

13. Our two Indian guides took advantage of this opportunity to discharge several arrows from the tree. He was struck more than once; but the light weapons bounded back harmless from his skin. At length, however, one of them struck him near the eye, and the arrow remained sticking in the wound.

14. He now broke anew into the wildest fury, sprang at the tree, and tore it with his claws, as if he would have dragged it to the ground. But having, at length, succeeded in getting rid of the arrow, he became more calm, and laid himself down, as before, in front of the cave.

15. One of our party had strangled the two cubs, and, before we were aware of what he intended, he threw them through the opening to the tiger. No sooner did the animal perceive them, than he gazed earnestly upon them, and began to examine them closely, turning them cautiously from side to side. As soon as he became aware that they were dead, he uttered so piercing a howl of sorrow, that we were obliged to put our hands to our ears.

16. The thunder had now ceased, and the storm had sunk to a gentle gale; the songs of birds were again heard in the neighboring forest, and the sunbeams sparkled in the drops that hung from the leaves. We saw, through the aperture, how all nature was reviving, after the wild war of elements, which had so recently taken place; but the contrast only made our situation more horrible.

17. The tiger had laid himself down beside his whelps. He was a beautiful animal, of great size and strength; and his limbs being stretched out at their full length, displayed his immense power of muscle. A double row of great teeth stood far enough apart to show his large, red tongue, from which the white foam fell in great drops.

18. All at once, another roar was heard at a distance, and the tiger immediately rose and answered it with a mournful howl. At the same instant, our Indians uttered a cry, which announced that some new danger threatened us. A few moments confirmed our worst fears; for another tiger, not quite so large as the former, came rapidly toward the spot where we were.

19. The howls which the tigress gave when she had examined the bodies of her cubs, surpassed every thing horrible that we had yet heard; and the tiger mingled his mournful

cries with hers. Suddenly her roaring was lowered to a fierce growling, and we saw her anxiously stretch out her head, extend her wide and smoking nostrils, and look as if she were determined to discover immediately the murderers of her young.

20. Her eyes quickly fell upon us, and she made a spring forward, with the intention of penetrating to our place of refuge. Perhaps she might have been enabled, by her immense strength, to push away the stone, had we not, with all our united power, held it against her.

21. When she found that all her efforts were fruitless, she approached the tiger, which lay stretched out beside his cubs, and he rose and joined in her hollow roarings. They stood together for a few moments, as if in consultation, then suddenly went off at a rapid pace, and disappeared from our sight. Their howling died away in the distance, and then entirely ceased.

22. Our Indians descended from their tree, and called upon us to seize the only possibility of our yet saving ourselves by instant flight; for that the tigers had only gone round the hight to seek another inlet to the cave, with which they were, no doubt, well acquainted. In the greatest haste, the stone was pushed aside, and we stepped forth from what we had considered a living grave.

EDIN. LIT. JOURNAL.

---

QUESTION.—Will you relate this story? Where is Chimborazo? Does the country abound with wild animals? What is the native disposition of the tiger? Are they ever tamed?

---

## LESSON XXVII.

1. In-tel'-li-gent, sensible, well informed.
2. Ram'-bling, wandering about.
   Ma-jes'-tic-al-ly, with dignity.
4. Be-nev'-o-lent, kind, generous.
   At'-mos-phere, the air and vapor which surround the earth.
6. Oc-cur'-rence, any event which happens.
9. Nox'-ious, injurious, destructive.
12. Ap-pall'-ing, alarming.
15. En-vel'-oped, wrapped up, surrounded on all sides.
    Mi-rac'-u-lous, wonderful, by a miracle.

## THE THUNDER STORM.

REMARK.— Articulate every word distinctly, and be careful to give such emphasis as the sense requires.

DO NOT OMIT the final *g* in the following words found in this lesson: *rambling, threatening, rolling, approaching, lightning, blessing, notwithstanding, asking, startling,* &c. See Exercise IV, page 18.

1. ON a fair morning, in the latter part of the sultry month of July, James Blount, an amiable and intelligent lad of fifteen, in company with his cousin Henry, much younger than himself, walked out in pursuit of berries.

2. After some hours' rambling, Henry became much alarmed at the threatening aspect of the weather. The sky became suddenly overcast with winds and clouds; the rolling thunder began to be heard at a distance, and a dark, dense cloud, rising slowly and majestically from the west, gave strong indications of an approaching tempest.

3. "James," exclaimed Henry, with much anxiety, "what shall we do here in this wide and open pasture, so far from home? How much I wish there was no such thing in nature as thunder and lightning."

4. "Henry," replied James, "that is a very wrong and wicked *wish*. All the works of God are founded in wisdom, and are calculated to answer some benevolent purpose; and did you but understand the importance of lightning to our atmosphere, you could not but consider it one of the most essential blessings our world enjoys."

5. "Blessing?" said Henry, "can that be called a blessing, which destroys men's lives, and sometimes burns up houses and other buildings? Only think, how often we hear of people and beasts' being killed, and buildings' burnt by lightning."

6. "I freely admit," said James, "that such awful occurrences sometimes take place. But come, it already begins to rain, and we must seek a shelter, where I will endeavor to explain to you what appears so contradictory."

7. "But where shall we go," asked Henry; "shall we run to that tall, shady tree yonder?" "No," replied James, "we must not go there." "Well, then, shall we run to that barn, that stands on the hill yonder?" "No," answered James, "neither must we go there." "But what do you

mean?" asked Henry, pettishly; "where shall we go, then?"

8. "I will tell you," said James, "where we must go; and after we get there, I will tell you what I mean. Let us run to yonder thick cluster of under-brush, and take shelter beneath its foliage." Accordingly, they hastened to the spot, and found a tolerably safe retreat from the rain. After resting a few moments, James said, "I will now endeavor to explain to you, Henry, why you should consider lightning a blessing, rather than a calamity.

9. "In the first place, you must understand, that the atmosphere, or air which we breathe, is continually poisoned with noxious vapors, arising from the earth, and whenever it becomes overloaded with these vapors, disease and death will follow. Now, lightning burns up these poisonous vapors, and renders the air pure and wholesome.

10. "Notwithstanding the frequent instances of the awful effects of lightning in destroying life, &c., to which you have alluded, yet consider, for a moment, how small is the number of people thus killed, when compared with the great mass of mankind, who are enabled to live and breathe, in consequence of the purity of the air produced by this self-same agent, lightning.

11. "Besides, you might, with the same propriety, complain of the wind and the waves, which so often prove destructive to human life and property. But who would dare to wish that the winds might cease to blow, or the waters of the rivers and oceans might be dried up? Let us not be unthankful for these great blessings, merely because some remote and possible evil may be connected with them."

12. "I perceive, and candidly confess my error," said Henry; "but pray inform me, James, why you objected to going to that tree for shelter; it was full as"———At that moment, a tremendous crash was heard not far from them, immediately followed by an appalling clap of thunder.

13. They looked toward the tree, about which Henry was just speaking, and beheld it riven from the top to its very roots, with many of its branches scattered about the ground. "There," said James, "is a better answer to the question you were about asking, than was in my power to give you. You will now understand, that it is extremely dangerous to take refuge, during a thunder storm, under a tree of any

kind; and more especially, under one so high as that you mentioned.

14. "But, that you may know the reason why it is thus dangerous, I would observe, that the electric fluid of lightning is generally attracted or drawn toward the object which is nearest to it, and as trees commonly rise higher, and approach nearer the clouds, than any other object, so they are more exposed, and are more frequently struck by lightning, than any other object. Had we repaired to that tree for shelter, we probably should have been either torn to pieces, or dreadfully injured by the shock."

15. "But the barn," said Henry, "what were your reasons for not going to the barn? That, surely, is not a very high object." Scarcely were these words uttered, when another vivid flash and startling peal rent the heavens, and produced a pause in their conversation; and looking out from under the thick copse, they beheld that same barn enveloped in flames. Deeply agitated at the sight, and at their almost miraculous escape, Henry looked toward his companion, with a kind of reverential awe, which seemed to say: "Surely, you are a prophet."

16. James, beholding his astonishment, recommenced the conversation, by saying, "Think not, Henry, that I have been favored by High Heaven to foresee these events. In refusing to go to those two places you proposed, and which, it now appears, have suffered so dreadfully by lightning, I acted only on the ground of reasonable probability. As to the first case, I hope I have already satisfied your mind. It now only remains, that I assign my reason for not going to the second place you mentioned.

17. "I have somewhere seen the fact stated, that barns are much more liable to be struck by lightning than any other building; and the reason assigned in support of this assertion, was, 'that the heat or vapor, arising from the vegetable matter in barns, creates an ascending current, which constitutes an excellent conductor for the electric fluid.'"

SCRAP BOOK.

---

QUESTIONS.—What did Henry wish? Why did James think such a wish wrong? Of what service is lightning to man? In what places are we most exposed to it? What reason can you give why a tree is a dangerous position during a thunder storm? Why is a

barn a dangerous place? What American philosopher is distinguished for his discoveries with regard to the nature of lightning? What word can you substitute for "intelligent?"

In the first sentence of the lesson, how many, and which are the prepositions? Which are the adjectives, and which of them are in the comparative degree? Which is the verb? What does the word *verb* mean?

☞ The grammatical exercises are adapted to PINNEO'S PRIMARY GRAMMAR.

---

## ARTICULATION.

| | | | | | |
|---|---|---|---|---|---|
| Sk. | Score,[1] | scald,[4] | skate,[1] | scurvy,[3] | skittish.[2] |
| | Brisk,[2] | frisk,[2] | busk,[2] | musk,[2] | masker.[3] |
| Sp. | Spend,[2] | speed,[1] | spy,[1] | spin,[2] | speckle.[2] |
| | Gasp,[3] | crisp,[2] | wisp,[2] | cusp,[2] | aspen.[2] |
| Sw. | Sweet,[1] | swain,[1] | swore,[1] | swine,[1] | swindle.[2] |

---

# LESSON XXVIII.

1. Gos'-sa-mer, a fine substance like cobwebs.
2. Re-fleet'-ing, giving back an image as a looking-glass does.
3. Threat'-en-ing, indicating evil or danger.
4. Pro-found', deep.
5. Ter-rif'-ic, terrible, causing terror. Splen'-dor, brightness, brilliancy.
6. Cliffs, steep rocks.
7. All-sur-vey'-ing, viewing attentively all things.

## THE THUNDER STORM.

REMARK.—In reading poetry, observe carefully the punctuation, as that will often guide you to the sense, and enable you to avoid a tone.

PRONOUNCE correctly. Nat-ure, not *na-ter:* aw-ful, not *aw-f'l:* thou-sand, not *thou-sund.*

1. DEEP, fiery clouds o'erspread the sky,
Dead stillness reigns in air;
There is not e'en a breeze on high,
The gossamer to bear.

2. The woods are hushed, the waters rest,
The lake is dark and still,
Reflecting on its shadowy breast,
Each form of rock and hill.

3. The lime-leaf waves not in the grove,
Nor rose-tree in the bower;
The birds have ceased their songs of love,
Aw'd by the threat'ning hour.

4. 'T is noon; yet nature's calm profound
Seems as at midnight deep;
But hark! what peal of awful sound
Breaks on creation's sleep?

5. The thunder bursts! its rolling might
Seems the firm hills to shake;
And, in terrific splendor bright,
The gathering lightnings break.

6. Yet fear not, shrink not thou, my child!
Though by the bolt's descent,
Were the tall cliffs in ruins piled,
And the wide forests rent.

7. Doth not thy God behold thee still,
With all-surveying eye?
Doth not his power all nature fill,
Around, beneath, on high?

8. Know, hadst thou eagle-pinions, free
To track the realms of air,
Thou couldst not reach a spot, where he
Would not be with thee there!

9. In the wide city's peopled towers,
On the vast ocean's plains,

'Mid the deep woodland's loneliest bowers,
Alike the Almighty reigns!

10. Then fear not, though the angry sky
A thousand darts should cast:
Why should we tremble e'en to die,
And be with Him at last!

MRS. HEMANS.

QUESTIONS.—Who protects us from all danger? To whom, then, should our thoughts be directed by the thunder and the lightning?

## LESSON XXIX.

1. Trem'-u-lous, trembling, shaking.
Ex-hale', to send out, to give out.
Fra'-grance, sweetness of smell.
Buoy'-ant, light.

2. Spray, a small branch, a twig.
Ex-ult'-ing, rejoicing, glad.
Tri-umph'-ant, rejoicing in victory.

3. Rapt'-ure, great joy.

### THE SKY-LARK.

UTTER each sound distinctly. Trem-u-lous, not *trem'lous:* ex-hale, not *ex-ale:* near-est, not *near-es:* sweet-est, not *sweet-es.* See Exercises on pages 16 to 19.

1. THE Sky-Lark, when the dews of morn
Hang tremulous on flower and thorn,
And violets round his nest exhale
Their fragrance on the early gale,
To the first sunbeam spreads his wings,
Buoyant with joy, and soars, and sings.

2. He rests not on the leafy spray,
To warble his exulting lay,
But high above the morning cloud
Mounts in triumphant freedom proud;
And swells, when nearest to the sky,
His sweetest notes of ecstasy.

3. Thus, my Creator! thus the more
My spirit's wing to Thee can soar,
The more she triumphs to behold
Thy love in all thy works unfold:
And bids her hymns of rapture be
Most glad, when rising most to Thee.

MRS. HEMANS.

QUESTIONS.—What should the happiness and the merry singing of the birds teach us?

## ARTICULATION.

| | | | | | | |
|---|---|---|---|---|---|---|
| Sm. | Small, | smile, | smell, | smelt, | smith, | smoke. |
| Sn. | Snag, | snake, | snarl, | sneer, | sneeze, | snort. |
| St. | Stack, | stick, | stall, | stamp, | stand, | start. |
| | Blest, | guest, | chest, | drest, | misty, | hasty. |
| Str. | Strict- | stripe, | stroll, | stride, | strait, | strive. |

# LESSON XXX.

1. Ex-tinct', having no one of their number left alive.
Tac'-it, (pro. *tas-it*), silent.
4. Im-port'-u-nate, pressing, urging.
7. En-croach'-ment, pushing in upon the property or rights of another.
Mas'-sa-cre, to murder with cruelty.
9. Grav'-i-ty, seriousness, or solemn dignity.
10. Moor'-ed, confined by anchors, made fast.
11. Re-frain'-ed, kept from.
13. Ap-pri'-sing, giving notice to.
15. Tom'-a-hawk, an Indian hatchet.
17. Trait'-or, one who sells the interests of his country to an enemy.
In-vinc'-i-ble, unconquerable.
21. Shroud'-ed, covered up.
22. Sac'-ri-fice, destruction incurred for the good of another.
Firm'-ness, strength of purpose.
Suf-fice', to be enough.

## MURDERER'S CREEK.

PRONOUNCE correctly. Cen-tu-ry, not *cen-ter-y:* beau-ti-ful, not *beau-ti-f'l:* hus-band, not *hus-bund:* par-tic-u-lar, not *per-tic-i-lar:* chil-dren, not *chil-durn:* in-ter-ro-ga-ted, not *in-ter-rer-ga-ted:* ag-o-ny, not *ag-er-ny:* mo-ment, not *mo-munt:* sac-ri-fice, not *sa-cri-fis.*

1. A LITTLE more than a century ago, the beautiful region,* watered by this stream, was possessed by a small tribe of Indians, which has long since become extinct, or incorporated with some other savage nation of the west. Three or four hundred yards from the stream, a white family, of the name of Stacy, had established itself in a log-house, by tacit permission of the tribe, to whom Stacy had made himself useful, by his skill in a variety of little arts, highly estimated by the savages.

2. In particular, a friendship subsisted between him and an old Indian, called Naoman, who often came to his house, and partook of his hospitality. The Indians seldom forgive injuries, or forget benefits. The family consisted of Stacy, his wife, and two children, a boy and a girl, the former five, the latter three years old.

3. One day, Naoman came to Stacy's log-hut, in his absence, lighted his pipe, and sat down. He looked very serious, sometimes sighed deeply, but said not a word. Stacy's wife asked him what was the matter? if he was sick? He shook his head, sighed, but said nothing, and soon went away.

4. The next day, he came again, and behaved in the same manner. Stacy's wife began to think strange of this, and related it to her husband, who advised her to urge the old man to an explanation, the next time he came. Accordingly, when he repeated his visit, the day after, she was more importunate than usual.

5. At last, the old Indian said, "I am a red man, and the pale-faces are our enemies: why should I speak?" "But my husband and I are your friends; you have eaten salt with us a thousand times, and my children have sat on your knee as often. If you have any thing on your mind, tell it to me."

6. "It will cost me my life, if it is known, and the white-faced women are not good at keeping secrets," replied

* Dutchess County, New York.

Naoman. "Try me, and see." "Will you swear, by your Great Spirit, that you will tell none but your husband?" "I have none else to tell." "But will you swear?" "I do swear, by our Great Spirit, that I will tell none but my husband." "Not if my tribe should kill you for not telling?" "Not if your tribe *should* kill me for not telling."

7. Naoman then proceeded to tell her, that, owing to some encroachments of the white people below the mountains, his tribe had become irritated, and were resolved, that night, to massacre all the white settlers within their reach; that she must send for her husband, inform him of the danger, and as secretly and speedily as possible, take their canoe, and paddle with all haste, over the river to Fishkill for safety. "Be quick, and do nothing that may excite suspicion," said Naoman.

8. The good wife sought her husband, who was down on the river fishing, told him the story, and, as no time was to be lost, they proceeded to their boat, which was unluckily filled with water. It took some time to clear it out, and, meanwhile, Stacy recollected his gun, which had been left behind. He proceeded to the house, and returned with it. All this took up time, and precious time it proved to this poor family.

9. The daily visits of old Naoman, and his more than ordinary gravity, had excited suspicion in some of the tribe, who had, accordingly, paid particular attention to the movements of Stacy. One of the young Indians, who had been kept on the watch, seeing the whole family about to take to the boat, ran to the little Indian village, about a mile off, and gave the alarm.

10. Five Indians collected, ran down to the river where their canoes were moored, jumped in, and paddled after Stacy, who, by this time, had got some distance out into the stream. They gained on him so fast, that twice he dropped his paddle, and took up his gun.

11. But his wife prevented his shooting, by telling him that, if he fired, and they were afterward overtaken, they would meet with no mercy from the Indians. He accordingly refrained, and plied his paddle, till the sweat rolled in big drops down his forehead. All would not do; they were overtaken within a hundred yards of the shore, and carried back, with shouts and yells of triumph.

12. When they came on shore, the Indians set fire to Stacy's house, and dragged himself, his wife, and children, to their village. Here the principal old men, and Naoman among them, assembled to deliberate on the affair.

13. The chief men of the council stated, that some of the tribe had, undoubtedly, been guilty of treason, in apprising Stacy and his family of the designs of the tribe, whereby they took the alarm, and well nigh escaped. He proposed to examine the prisoners, to learn who gave the information.

14. The old men assented to this, and Naoman among the rest. Stacy was first interrogated by one of the old men, who spoke English, and interpreted to the others. Stacy refused to betray his informant.

15. His wife was then questioned, while, at the same moment, two Indians stood threatening the two children with tomahawks, in case she did not confess. She attempted to evade the truth, by declaring she had a dream the night before, which alarmed her, and that she had persuaded her husband to fly.

16. "The Great Spirit never deigns to talk in dreams to a white face," said the old Indian. "Woman, thou hast two tongues and two faces. Speak the truth, or thy children shall surely die." The little boy and girl were then brought close to her, and the two savages stood over them, ready to execute their bloody orders.

17. "Wilt thou name," said the old Indian, "the red man who betrayed his tribe? I will ask thee three times." The mother answered not. "Wilt thou name the traitor? This is the second time." The poor mother looked at her husband, and then at her children, and stole a glance at Naoman, who sat smoking his pipe with invincible gravity.

18. She wrung her hands, and wept, but remained silent. "Wilt thou name the traitor? 'T is the the third and last time." The agony of the mother waxed more bitter; again she sought the eye of Naoman, but it was cold and motionless.

19. A pause of a moment awaited her reply, and the tomahawks were raised over the heads of the children, who besought their mother not to let them be murdered.

28. "Stop," cried Naoman. All eyes were turned upon him. "Stop," repeated he in a tone of authority. "White woman, thou hast kept thy word with me to the last moment.

I am the traitor. I have eaten of the salt, warmed myself at the fire, shared the kindness of these Christian white people, and it was I that told them of their danger.

21. "I am a withered, leafless, branchless trunk: cut me down, if you will: I am ready." A yell of indignation sounded on all sides. Naoman descended from the little bank where he sat, shrouded his face with his mantle of skins, and submitted to his fate. He fell dead at the feet of the white woman, by a blow of the tomahawk.

22. But the sacrifice of Naoman, and the firmness of the Christian white woman, did not suffice to save the lives of the other victims. They perished; how, it is needless to say; and the memory of their fate has been preserved in the name of the pleasant stream, on whose banks they lived and died, which, to this day, is called "Murderer's Creek."

PAULDING.

---

QUESTIONS.—What is the subject of this lesson? For whom did Naoman have a particular regard? How did he show affection for them, in this case? How did Stacy attempt to escape? What was the result? What did Naoman confess? What did the Indians do to him? What do you think of Naoman's conduct? Which is better, to do harm, or to suffer harm?

In the last sentence, what part of speech is *which?* What is its antecedent? Why is it called a *relative?* To what is it nominative? Which are the verbs in that sentence? Which of them is in the infinitive mode? Why is this mode called *infinitive?* See Pinneo's Primary Grammar, Mode.

---

## LESSON XXXI.

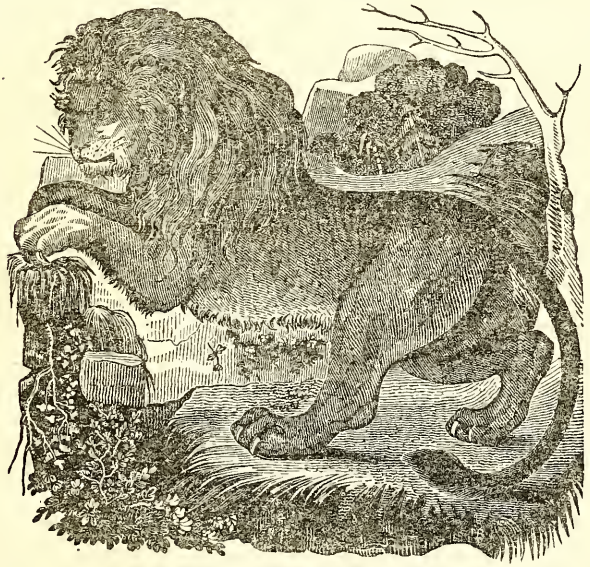
1. Pro-dig'-ious, very great, astonishing.
3. Crouch'-es, lies close to the ground.
   Skulk'-ing, hiding, lurking in secret places.
5. Il-lus'-trates, makes clear.
6. Ex-cur'-sion, a journey, a ramble.
   Con-ster-na'-tion, great fear and astonishment.
7. Dis-tract', divert from.
9. Lac'-er-a-ting, tearing.
   Ag'-o-ny, very great pain.
10. En'-er-gy, strength, vigor.
13. Frus'-tra-ted, disappointed, rendered useless.
16. Mem'-o-ra-ble, worthy of being remembered.

## THE LION.

Every letter which is not silent, ought to be distinctly articulated.

Sound each letter in the following words.— Beasts, not *beace:* an-i-mals, not *an-i-m'ls:* with-stand, not *with-stan:* for-ests, not *for-es:* hot-test, not *hot-tes:* great-est, not *great-es:* fierce-est, not *fierce-es:* friends, not *frien's:* dif-ferent, not *dif-f'rent:* be-hind, not *be-hine:* di-rect-ly, not *di-rec-ly:* at-tempt, not *at-temp:* im-me-di-ate-ly, not *im-me-d't-ly.* See Exercises on pages 16 to 20.

1. The lion is an animal of the cat kind, and from his great strength and courage, is called the King of Beasts. His strength is, indeed, prodigious. There are few animals that he can not master. The elephant, the tiger, and the rhinoceros, are said to be the only ones that can withstand him.



2. The head, neck, and shoulders of the lion are very large; his hinder parts are comparatively small. His neck is furnished with a thick, shaggy mane. His hight is from three to four feet, and his length from six to nine feet. His color is a yellowish red, but the mane is dark colored, and sometimes black.

3. The lion roams about in the forests, sometimes uttering a roar so loud, that it sounds like distant thunder. He crouches in thickets, where buffaloes and other animals come for food and drink, and when one of them is near, he springs upon it with a furious bound, and seizing it in his strong claws, tears it in pieces, and devours, sometimes, flesh and bones together. He usually seeks his prey in the night, and is sly and skulking, like the cat, in his method of pursuing other animals.

4. The lion is a native of most parts of Africa, and the southern parts of Asia. In the hottest climates, he grows to the greatest size, and displays the fiercest qualities. He sometimes lives to the age of seventy years or more.

5. In the southern part of Africa, lions are very common, and the adventures of the inhabitants with them, are very frequent. An anecdote is related of a settler, in the back districts of the Cape of Good Hope, which illustrates the ferocity and courage of the lion, as well as the dangers, to which those are exposed, who live in the countries inhabited by this animal.

6. A hunter, returning one day with some friends from an excursion, suddenly came upon two, large, full-grown lions. Their horses were already jaded, and the utmost consternation, for a moment, seized them. They immediately saw, that their only hope of safety lay in separation. They started in somewhat different directions at the top of their speed, holding their rifles on the cock.

7. Those who were most lightly loaded, made good their escape, but our hunter was left behind, and, as his companions disappeared below the brow of the hill, the two beasts came directly after him. He quickly loosed a deer, which was tied to his saddle, but the prey was not sufficient to distract them from their purpose.

8. Happily, as was his custom, both barrels of his piece were loaded with ball, a most timely precaution in that country, and he was a good marksman. Turning for a moment, he leveled his gun with as much precision as, at such a time, he could command, and fired. He waited not for the result, but again scampered off as quickly as his horse could carry him, but he heard behind him, a deep, short, and outrageous roar, and, as was afterward found, one of them was killed. His work, however, was but half done.

9. The time he had lost, was sufficient to bring the other within reach, and, with a tremendous bound, he leaped upon the horse's back, lacerating it in a dreadful manner, but missed his hold, for the poor creature, mad with agony and fear, kicked with all its force, and hurried on with increased rapidity. A second attempt was more successful, and the hunter was shaken from his seat; the horse, however, again escaped.

10. The poor fellow gave himself up for lost, but he was a brave man, and he determined to sell his life as dearly as possible. Escape, he saw, was hopeless; so, planting himself with the energy of despair, he put his rifle hastily to his shoulder, and, just as the lion was stooping for his spring, he fired. He was a little too late; the beast had moved, and the ball did not prove so effective as he had hoped. It entered the side of the wild beast, though it did him no mortal harm, and he leaped at his victim.

11. The shot had, nevertheless, delayed his bound for an instant, and the hunter avoided its effect by a rapid jump, and, with the butt end of his gun, struck at the lion with all his power, as he turned upon him. The dreadful creature seized it with his teeth, but with such force, that instead of twisting it out of the hunter's hand, he broke it short off by the barrel.

12. The hunter immediately attacked him again, but his weapon was too short, and the lion, fixing his claws in his breast, and tearing off his flesh, endeavored to gripe his shoulder with his mouth. The gun-barrel was of excellent service. Driving it into the mouth of the beast with all his strength, he seized one of the creature's jaws with his left hand, and what with the strength and energy given by the dreadful circumstances, and the purchase obtained by the gun-barrel, he succeeded in splitting the animal's mouth.

13. At the same time they fell together on their sides, and a struggle for several minutes ensued upon the ground. Blood flowed freely in the lion's mouth, and nearly choked him. His motions were thus so frustrated, that the hunter was upon his feet first, and, aiming a blow with all his might, he knocked out one of the lion's eyes.

14. The lion roared terribly with pain and rage, and, during the moments of delay caused by the loss of his eye, the hunter got behind him, and, animated by his success, hit him a

dreadful stroke upon the back of the neck, which he knew was the most tender part. The stroke, however, appeared to have no effect, for the lion immediately leaped at him again, but, it is supposed, from a defect of vision occasioned by the loss of his eye, instead of coming down upon the hunter, he leaped beside him, and shook his head, as if from excess of pain.

15. The hunter felt his strength rapidly declining, but the agony he endured enraged him, and with new power, he struck the lion again across the eyes. The beast fell backward, but drew the hunter with him with his paw, and another struggle took place upon the ground. The gun-barrel was his only safeguard. Rising up from the ground in terrible pain, and with a powerful effort, he managed to thrust it into the throat of the lion with all his might.

16. That thrust was fatal, and the huge animal fell on his side, powerless. The hunter dragged himself to a considerable distance, and then fell exhausted and senseless. His friends shortly afterward returned to his assistance, and found the two lions dead at no great distance from each other. The hunter recovered from his wounds, and lived, one of the most memorable instances of escape on record.

COMPILED.

---

QUESTIONS.—Of what countries is the lion a native? What is said of his strength? Upon what does he feed? How does he take his prey? Describe the manner in which the hunter escaped two lions. Where is the Cape of Good Hope? Are there any lions in our country?

In the first sentence, what noun is used as an adjective? Name the seven nouns in that sentence? Which *two* do not admit a plural form? Name the three prepositions? What does each one govern? What is the rule for this? What verbs are there in this sentence? What is their nominative?

What is the affix in the words *powerless* and *senseless?* (page 108.) What in the word *rapidly?* (page 107.) What in the word *declining?* (page 101.) What in the word *powerful?* (page 108.) See McGuffey's Spelling-book, as above referred to.

## ARTICULATION.

OBSERVE, that in such words as *beetle, title, &c.*, the final *e* is omitted in uttering the elementary sounds, and is, therefore, for the present, left out in the exercise.

| | | | | | | |
|---|---|---|---|---|---|---|
| Tl. | Beed'l, | tid'l, | start'l, | grist'l, | prat'l, | scut'l. |
| Ts. | Quits, | sets, | splits, | spots, | sheets, | fleets. |
| Tr. | Tribe, | tree, | tract, | trace, | wintry, | putrid. |
| Tw. | Twain, | twelve, | twinge, | twitch, | twenty, | twinkle. |

# LESSON XXXII.

1. Sig'-ni-fies, means, is of consequence.
2. Su-per-nat'-u-ral, above the power of nature.
13. In-firm'-i-ty, weakness. feebleness.
Im-pair', to injure, to make worse.
Vin'-di-cate, to defend, to justify.
15. Gen-er-a'-tion, all the people living at the same time.
Blend'-ed, mingled.
17. Ac-quir'-ed, gained, obtained.
Ap-pli-ca'-tion, close study, attention.
18. En-coun'-ter, to meet and oppose, to resist.
E-mer'-gen-cies, pressing necessities.

## SHORT SENTENCES.

REMARK.—Emphasis is a very important part of reading. Words printed in *italics*, should be always emphasized, except in the Bible.

ARTICULATE each letter *distinctly.*—Cost, not *coss:* bounds, not *boun's:* caust, not *canss:* bright-est, not *bright-es:* minds, not *mines:* dust, not *dus:* worst, not *worse:* gold, not *gole:* old, not *ole:* con-stant, not *con-stan:* sub-ject, not *sub-jec:* first, not *firss.* See Exercises on pages 16 to 20.

1. IT signifies nothing to say we will not change our *religion*, if our religion change not *us.*

2. A desire of happiness is natural, a desire of holiness supernatural.

3. If you forget God when you are young, God may forget you when you are old.

4. It will cost something to be religious; it will cost more not to be so.

5. We may expect God's *protection*, so long as we live in God's *bounds*.

6. They who deserve *nothing*, should be content with *any thing*.

7. A man may be poor in purse, yet proud in spirit.

8. How canst thou be a judge of another's heart, that dost not know thine own.

9. They that do nothing, are in the ready way to do that which is worse than nothing.

10. Christian graces are like perfumes; the more they are pressed, the sweeter they smell. They are like stars that shine brightest in the dark; like trees, the more they are shaken, the deeper root they take, and the more fruit they bear.

11. Sin yields its pleasures first; but the pain is *sure* to follow. The pleasures of sin are but for a season.

12. As every grain of gold is precious, so is every moment of time.

13. As they who, for every slight infirmity, take physic to repair their health, do rather impair it; so they who, for every trifle, are eager to vindicate their character, do rather weaken it.

14. Time is more valuable to *young* people, than to any *others*. They should not lose an *hour*, in forming their *taste*, their *manners*, and their *minds;* for whatever they *are*, to a certain degree, at *eighteen*, they *will be*, in a greater or less degree, *all the rest of their lives*.

15. View the groves in *autumn*, and observe the constant succession of falling *leaves;* in like manner the generations of *men* silently drop from the stage of *life*, and are blended with the *dust* from whence they *sprang*.

16. He who would pass the *latter part* of his life with *honor* and *decency*, must, when he is *young*, consider that he shall one day be *old:* and remember, when he is *old*, that he has once been *young*.

17. *Knowledge* will not be acquired without *pains* and *application*. It is troublesome digging for *deep*, *pure* waters;

but when you once come to the *spring*, they rise up and *meet* you.

18. There are no principles but those of *religion*, to be depended on in cases of *real distress;* and these are able to encounter the worst *emergencies*, and to bear us up under all the *changes* and *chances* to which our lives are subject.

JOHN MASON.

---

QUESTIONS.—What are italic letters? How are words printed in italics, to be read? Point out some italic letters in this lesson? What word can you substitute for "impair?" What, for "emergencies?" Which are the emphatic words in the 5th paragraph? Which are they, in the 6th paragraph? Which, in the 7th? Which, in the 8th? Which, in the 13th? Which, in the 18th?

---

# LESSON XXXIII.

2. Po-si'-tion, place, state, situation.
   Ec'-sta-sy, very great delight.
3. Ex-per'-i-ment, trial.
   Va'-ri-ed, changed, altered.
   Plaint'-ive, sad, mournful.
   Ex-cite'-ment, the state of being roused.
4. Man-of-war, an armed vessel.
5. Fran'-tic, raving, furious.
6. Ex-hib'-it-ed, showed.
   Ec-stat'-ic, delightful beyond measure.
7. Di-min'-u-tive, very small.

---

## MUSICAL MICE.

REMARK.—Never allow yourself, in reading, to think of the impression you are making upon others; but keep your thoughts fixed upon the subject.

PRONOUNCE correctly.—Sud-den-ly, not *sud-dun-ly:* aft-er-ward, not *aft-er-wud:* ap-pear-ance, not *up-pear-unce:* in-stantly, not *in-stunt-ly:* in-stance, not *in-stunce:* gen-tle-man, not *gen-tle-mun:* gestures, not *gest-ers:* mo-ment, not *mo-munt:* in-stru-ment, not *in-ster-munt:* di-min-u-tive, not *di-min-i-tive.*

1. ON a rainy evening, as I was alone in my chamber, I took up my flute, and commenced playing a tune. In a few

minutes, my attention was directed to a mouse, that I saw creeping from its hole, and advancing to the chair in which I was sitting.

2. I ceased playing, and it suddenly ran back to its hole. I began again shortly afterward, and was much surprised to see it return and take its old position. The appearance of the little animal was truly delightful; it crouched itself on the floor, shut its eyes, and appeared in an ecstasy.

3. I ceased playing, and it instantly disappeared again. This experiment I repeated frequently with the same success, observing that it was always differently affected, as the music varied from the slow and plaintive to the brisk and lively. It finally went off, and all my arts to entice it to return, were unavailing. Such frequent and powerful excitements probably caused its death.

4. A more remarkable instance of this fact, appeared in one of the public journals, not long since. It was communicated by a gentleman, who was a witness of the interesting scene. As a few officers on board a British man-of-war, in the harbor of Plymouth, were seated around the fire, one of them began to play a very plaintive air on the violin.

5. He had performed but a few minutes, when a mouse, apparantly frantic, made his appearance in the middle of the floor. The strange gestures of the little animal strongly excited the sympathy of the company, who, with one consent, resolved to suffer it to continue its singular actions unmolested.

6. Its exertions now appeared to be greater every moment; it shook its head, leaped about the floor, and exhibited signs of the most ecstatic delight. It was observed, that, in proportion as the tones of the instrument approached the soft and plaintive, the feelings of the animal appeared to be increased.

7. After performing actions which an animal so diminutive, would seem, at first sight, to be incapable of performing, the little creature, to the astonishment of the hitherto delighted spectators, suddenly ceased to move, fell down and expired, without showing any signs of pain.

GERMAN STORIES.

---

QUESTIONS.—When the gentleman was playing on his flute, what did he see that excited his attention? When he stopped playing,

what did the mouse do? What became of it? Where did another remarkable instance of this kind happen? In what part of England is Plymouth? On what instrument was the officer playing? How did the mouse act? What became of it at last? What word can you put in the place of "ecstasy," in the 2d paragraph, and make sense? What, in the place of "unavailing," in the 3d paragraph? What in the place of "experiment?" What in the place of "remarkable," in the 4th paragraph? What in the place of "exertions," in the 6th paragraph?

In the 6th paragraph, what adjective is there in the comparative degree? What, in the superlative? Name the pronouns in the paragraph. What is a pronoun? What does the word *pronoun* mean? How many kinds of pronouns are there?

## TO TEACHERS.

☞ The Instructor should not confine himself to the list of words found at the head of the lesson, but should select such others, as he may think proper, to be spelled and defined by the pupil. In this lesson, for example, let the pupil spell and define the following words, giving the definition applicable in the connection in which the word is used, this being the only way to learn the correct meaning and use of words. 1. Advancing: 2. crouched: 3 entice, powerful: 5. gestures: 6. proportion, instrument: 7. spectators, expired.

## ARTICULATION.

| | | | | | | |
|---|---|---|---|---|---|---|
| Vz. | Mo$^{5}$ves, | ro$^{1}$ves, | thri$^{1}$ves, | sa$^{1}$ves, | lea$^{1}$ves, | she$^{1}$aves. |
| | Sho$^{6}$ves, | do$^{6}$ves, | lo$^{6}$ves, | glo$^{6}$ves, | pro$^{5}$ves, | sle$^{1}$ves. |
| Zl. | Gri$^{2}$zzl', | dri$^{2}$zzl', | gu$^{2}$zzl', | mu$^{2}$zzl', | pu$^{2}$zzl', | embe$^{2}$zzl'. |
| Zm. | Pla$^{2}$sm, | pha$^{2}$sm, | cha$^{2}$sm, | mia$^{1}$sm, | dei$^{1}$sm, | ba$^{2}$ptism. |
| Zn. | Pri$^{2}$s'n, | ri$^{2}$s'n, | rai$^{1}$s'n, | sea$^{1}$s'n, | bra$^{1}$z'n, | da$^{2}$ms'n. |
| | Rea$^{1}$s'n, | trea$^{1}$s'n, | cri$^{2}$ms'n, | do$^{6}$z'n, | poi$^{1}$s'n, | fro$^{1}$z'n. |

Note.—It must be recollected, that in giving the *sounds* of a syllable, the silent letters must be omitted; as, m–o$^{5}$–vz, moves; l–e$^{1}$–vz, leaves, not l–e–a–v–e–s; thr–i$^{2}$–vz, thrives, not t–h–r–i–v–e–s; gr–i$^{2}$–zl, grizzle. It must be remembered also, as already explained, that the *sounds* and not the *names* both of single and combined consonants are to be given, as, *thr*, not *t–h–r*; *gr*, not *g–r*, &c.

# LESSON XXXIV.

1. Mo-ral'-i-ty, a system of the duties which men owe to each other.
Sen-ten'-tious, short and forcible.
Pon'-der-ous, weighty, important.
Max'-ims, established principles.
Si-mil'-i-tudes, comparisons.
2. Con-sum'-mate, complete, perfect.
E-va'-sion, escape, excuse.
5. Phi-los'-o-phers, wise men.
6. Fe-lic'-i-ty, happiness.
De-nun-ci-a'-tion, threatening.
7. Doc'-trines, principles, truths.

## CHARACTER OF JESUS CHRIST.

REMARK.—In many words, the letter *h* is silent, and this is apt to lead persons to an improper omission of it, in words where it is not silent. Be careful to avoid this fault.

UTTER each letter distinctly.—Per-fect, not *per-fec:* im-ag-in-a-tion, not *im-ag'na-tion:* de-liv-er'd, not *d'liv-er'd:* pon-der-ous, not *pon-d'rous:* ir-reg-u-lar, not *ir-reg'lar:* re-spect, not *re-spec:* ex-press-es, not *'spress-es:* phi-los-o-phers, not *ph'los'phers.* See pages 16 to 20.

1. THE morality taught by Jesus Christ, was purer, sounder, sublimer, and more perfect, than had ever before entered into the imagination, or proceeded from the lips of man. And this he delivered in a manner the most striking and impressive; in short, sententious, solemn, important, ponderous rules or maxims; or in familiar, natural, affecting similitudes and parables.

2. He showed, also, a most consummate knowledge of the human heart, and dragged to light all its artifices, subtilties, and evasions. He discovered every thought as it arose in the mind; he detected every irregular desire before it ripened into action.

3. He manifested, at the same time, the most perfect impartiality. He had no respect of persons. He reproved vice in every station, with the same freedom and boldness, wherever he found it; and he added to the whole the weight, the irresistible weight, of his own example.

4. He, and he only, of all the sons of men, acted up, in every minute instance, to what he taught; and his life exhibited a perfect portrait of his religion. But what completed the whole, was, that he taught, as the evangelist expresses it, *with authority*, with the authority of a divine teacher.

5. The ancient philosophers could do nothing more than give good advice to their followers; they had no means of enforcing that advice; but our great lawgiver's precepts are all *divine commands.*

6. He spoke in the name of God: he called himself the Son of God. He spoke in a tone of superiority and authority, which no one before him had the courage or the right to assume: and finally, he enforced every thing he taught by the most solemn and awful sanctions, by a promise of eternal felicity to those who obeyed him, and a denunciation of the most tremendous punishments to those who rejected him.

7. These were the circumstances, which gave our blessed Lord the authority with which he spake. No wonder, then, that the people "were astonished at his doctrines," and that they all declared "he spake as never man spake."

BISHOP PORTEUS.

---

QUESTIONS.—Whose character is here portrayed? What was the nature of his instructions? How did the life of Christ correspond with his teachings? Wherein did he differ from the ancient philosophers?

---

## LESSON XXXV.

1. Dis-close', lay open to view.
   Ar-ray', dress.
2. Dyes, colors, hues.
3. Glist'-en-ing, shining, sparkling.
4. Ar'-dent, warm, burning.
   Tri'-umphs, rejoices in victory.
6. Spoil'-er, one who plunders.
   Prey, that which is taken by force.

### PASSING AWAY.

REMARK.—In reading poetry, take particular care to observe the proper pauses, and especially not to *make* pauses where there are none.

GIVE each letter its proper sound.—Pass-ing, not *pass-in:* soft, not *sof:* glist-en-ing, not *glist-nin:* where, not *were:* when, not *wen:* which, not *wich.*

1. IT is written on the rose,
   In its glory's full array;

Read what those buds disclose —
"Passing away."

2. It is written on the skies
Of the soft, blue summer day;
It is traced in nature's dyes —
"Passing away."

3. It is written on the trees,
As their young leaves glistening play,
And on brighter things than these —
"Passing away."

4. It is written on the brow,
Where the spirit's ardent ray
Lives, burns, and triumphs, now —
"Passing away."

5. It is written on the heart:
Alas! that *thus* decay
Should claim from love a part —
"Passing away."

6. Friends, friends, oh! shall we meet
Where the spoiler finds no prey?
Where lovely things, and sweet,
Pass not away?

7. Shall we know each other's eyes,
With the thoughts that in them lay,
When we meet above the skies
Which pass away?

8. Oh! if this may be so,
Speed, speed, thou closing day;
How blest from earth's vain show,
To pass away!

MRS. HEMANS.

---

QUESTIONS.—Is there any thing around us which is not constantly changing and passing away? What should this teach us? What part of man will live forever? Is there any place where there will be no more change? Where is it?

ARTICULATION.

| | | | | |
|---|---|---|---|---|
| Cht. | Broach'd, | screech'd, | poach'd, | coach'd. | |
| Sht. | Plash'd, | slash'd, | clash'd, | fish'd, | flesh'd. |
| Shr. | Shroud, | shrink, | shrunk, | shrewd, | shrivel. |

# LESSON XXXVI.

1. In-teg'-ri-ty, honesty. [ly.
   Re-flect'-ed, considered attentive-
   Con-vic'-tion, strong belief.
   Ap-peal'-ed, referred to.
2. As-sails', attacks.
9. Bal'-anc-ed, compared, weighed.
15. Tempt-a'-tion, that which has a tendency to induce one to do wrong.
16. Mur'-mur-ed, spoke in a low voice.
   Light'-en-ed, made cheerful.

## THE GOLDEN RULE.

PRONOUNCE correctly.—Con-vic-tion, not *cun-vic-tion:* to'-ward, not *to-ward':* hon-est, not *hon-ist:* com-mand, not *cum-mand:* par-a-ble, not *par-i-ble:* con-ver-sa-tion, not *con-vus-a-tion.*

SOUND the *g* in such words as *meaning, offering, testing, washing,* &c. See Exercise IV., page 18.

1. To act with integrity and good faith was so habitual to Susan, that she had never before thought of examining the golden rule: "all things whatsoever ye would that men should do to you, do ye even so to them." But the longer she reflected upon it, the stronger was her conviction, that she did not always obey the precept; at length she appealed to her mother for its meaning.

2. "It implies," said her mother, "in the first place, a total destruction of all selfishness; for a man who loves himself better than his neighbors, can never do to others as he would have others do to him. We are bound not only to *do*, but to *feel* toward others, as we would have others feel toward us. Remember, it is much easier to reprove the sin of others, than to overcome temptation when it assails ourselves.

3. "A man may be perfectly honest, and yet very selfish;

but the command implies something *more* than mere honesty; it requires charity as well as integrity. The meaning of the command is fully explained in the parable of the Good Samaritan. The Levite, who passed by the wounded man without offering him assistance, may have been a man of great honesty; but he did not do unto the poor stranger as he would have wished others to do unto him."

4. It was not long after this conversation, that an opportunity occurred of testing Susan's principles. One Saturday evening, when she went, as usual, to farmer Thompson's inn, to receive the price of her mother's washing for the boarders, which amounted to five dollars, she found the farmer in the stable-yard.

5. He was apparently in a terrible rage with some horse-dealers, with whom he had been bargaining. He held in his hand an open pocket-book, full of bills; and, scarcely noticing the child as she made her request, except to swear at her, as usual, for troubling him when he was busy, he handed her a bank note.

6. Glad to escape so easily, Susan hurried out of the gate, and then, pausing to pin the money safely in the folds of her shawl, she discovered that he had given her *two* bills, instead of one. She looked around; nobody was near to share her discovery; and her first impulse was joy at the unexpected prize.

7. "It is mine, *all mine*," said she to herself; "I will buy mother a new cloak with it, and she can give her old one to sister Mary, and then Mary can go to the Sunday School with me next winter. I wonder if it will not buy a pair of shoes for brother Tom, too."

8. At that moment she remembered that he must have given it to her by mistake; and therefore she had no right to it. But again the voice of the tempter whispered, "He *gave* it, and how do you know that he did not intend to make you a present of it? Keep it; he will never know it, even if it should be a mistake; for he had too many such bills in that great pocket-book, to miss one."

9. While this conflict was going on in her mind between good and evil, she was hurrying homeward as fast as possible. Yet, before she came in sight of her home, she had repeatedly balanced the comforts, which the money would buy, against the sin of wronging her neighbor.

10. As she crossed the little bridge, over the narrow creek, before her mother's door, her eye fell upon a rustic seat, which they had occupied during the conversation I have before narrated. Instantly the words of Scripture, "Whatsoever ye would that men should do to you, do ye even so to them," sounded in her ears like a trumpet.

11. Turning suddenly round, as if flying from some unseen peril, the child hastened along the road with breathless speed, until she found herself, once more, at farmer Thompson's gate. "What do you want now?" asked the gruff old fellow, as he saw her again at his side.

12. "Sir, you paid me two bills, instead of one," said she, trembling in every limb. "Two bills? did I? let me see; well, so I did; but did you just find it out? Why did not you bring it back sooner?" Susan blushed and hung her head.

13. "You wanted to keep it, I suppose," said he. "Well, I am glad your mother was more honest than you, or I should have been five dollars poorer, and none the wiser." "My mother knows nothing about it, sir," said Susan; "I brought it back before I went home."

14. The old man looked at the child, and as he saw the tears rolling down her cheeks, he seemed touched by her distress. Putting his hand in his pocket, he drew out a shilling, and offered it to her.

15. "No, sir, I thank you," sobbed she; "I do not want to be *paid* for doing right; I only wish you would not think me dishonest, for, indeed, it was a *sore* temptation. O! sir, if you had ever seen those you love best, wanting the common comforts of life, you would know how *hard* it is for us always to do unto others as we would have others do unto us."

16. The heart of the selfish man was touched. "There be things which are little upon the earth, but they are *exceeding wise*," murmured he, as he bade the little girl good night, and entered his house a sadder, and, it is to be hoped, a better man. Susan returned to her humble home with a lightened heart, and through the course of a long and useful life, she *never* forgot her first temptation.

MRS. EMBURY.

---

QUESTIONS.—What is the golden rule? What does it imply? Will you relate the manner in which Susan was tempted to be dishonest? What strengthened her to resist the temptation? Can you

relate the conversation that Susan had with the farmer? What effect did it have upon the farmer?

In the first sentence of the last paragraph, what part of speech is *selfish?* Compare it. What does it qualify? Which are the two nouns? What is the plural of each? What is the possessive case of each? How is the possessive case of nouns formed? See Pinneo's Primary Grammar.

## LESSON XXXVII.

1. Quad'-ru-ped, an animal having four legs and feet.
   Pend'-u-lous, hanging down.
   Com'-merce, trade. [ceiving.
3. Strat'-a-gem, artifice, plan for de-
   Do'-cile, teachable.
6. Ar-rack', a spirituous liquor, made from the juice of the cocoa-nut tree.
   A-sy'-lum, a place of refuge.
   Vig'-or-ous-ly, with great strength.
7. Un-wield'-y, heavy, unmanageable. [ness.
   Ca-ress'-ing, treating with fond-
   Tac'-it-ly, silently.
8. Ep-i-dem'-ic, affecting many people.
   Na'-bob, a prince in India.

### THE ELEPHANT.

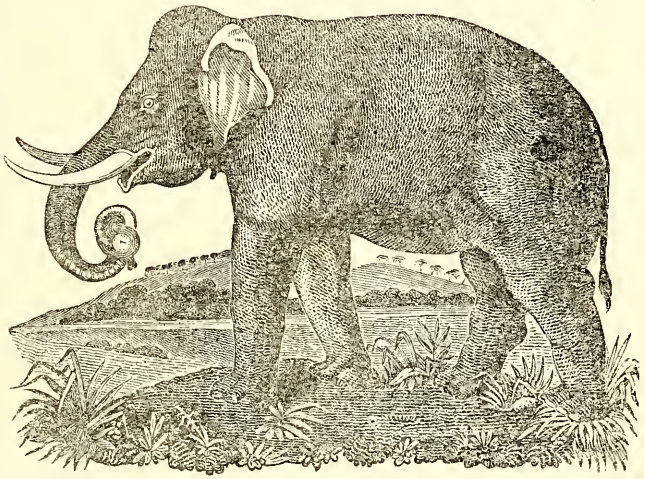
REMARK.— The great objects of reading are to acquire useful knowledge, to establish your hearts in virtue, and to prepare for a right performance of the duties of life.

PRONOUNCE correctly.— El-e-phant, not *el-e-phunt:* com-merce, not *com-muss:* at-tack, not *at-tact:* to-geth-er, not *tug-eth-er:* na-ture, pro. *nate-yur:* al-ways, not *ol-uz:* dread-ful, not *dread-f'l.*

1. THE elephant is the largest of quadrupeds; his hight is from eight to fourteen feet, and his length is from ten to fifteen feet. His form is that of a hog; his eyes are small and lively; his ears are long, broad, and pendulous. He has two large tusks, which form the ivory of commerce, and a trunk or proboscis at the end of the nose, which he uses to take his food with, and for attack or defense. His color is a dark ash brown.

2. Elephants often assemble in large troops; and as they march in quest of food, the forests seem to tremble under them. They eat the branches of trees, together with roots,

herbs, leaves, grain, and fruit, but will not touch fish or flesh. In a state of nature, they are peaceable, mild, and brave; exerting their power only for their own protection, or in defense of their own species, with whom they are always social and friendly.



3. Elephants are found both in Asia and Africa, but they are of different species, the Asiatic elephant having five toes, and the African, three. These animals are caught by stratagem, and when tamed, they are the most gentle, obedient, and patient, as well as the most docile and sagacious of all quadrupeds. They are used to carry burdens, and for traveling. Their attachment to their masters is remarkable; and they seem to live but to serve and obey them. They always kneel to receive their riders or the loads they have to carry.

4. The anecdotes, illustrating the character of the elephant, are numerous. An elephant, which was kept for exhibition at London, was often required, as is usual in such exhibitions, to pick up, with his trunk, a piece of money, thrown upon the floor for this purpose. On one occasion, a sixpence was thrown, which happened to roll a little out of his reach, not far from the wall. Being desired to pick it up, he stretched out his proboscis several times to reach it; failing in this, he stood motionless a few seconds, evidently considering how to act.

5. He then stretched his proboscis in a straight line as far as he could, a little distance above the coin, and blew with great force against the wall. The angle produced by the opposition of the wall, made the current of air act under the coin, as he evidently supposed it would; and it was curious to observe the sixpence traveling toward the animal, till it came within his reach, and he picked it up.

6. A soldier, in India, who had frequently carried an elephant some arrack, being one day intoxicated, and seeing himself pursued by the guard, whose orders were to conduct him to prison, took refuge under the elephant. The guard soon finding his retreat, attempted in vain to take him from his asylum; for the elephant vigorously defended him with his trunk.

7. As soon as the soldier became sober, and saw himself placed under such an unwieldy animal, he was so terrified that he scarcely durst move either hand or foot; but the elephant soon caused his fears to subside, by caressing him with his trunk, and thus tacitly saying, "Depart in peace."

8. A pleasing anecdote is related of an elephant, which was the property of the nabob of Lucknow. There was, in that city, an epidemic disorder, making dreadful havoc among the inhabitants. The road to the palace gate was covered with the sick and dying, lying on the ground at the moment the nabob was about to pass.

9. Regardless of the suffering he must cause, the nabob held on his way, not caring whether his beast trod upon the poor helpless creatures or not. But the animal, more kind-hearted than his master, carefully cleared the path of the poor helpless wretches as he went along. Some he lifted with his trunk, entirely out of the road. Some he set upon their feet, and among the others, he stepped so carefully, that not an individual was injured.

COMPILED.

---

QUESTIONS.—Of what countries is the elephant a native? Upon what does he feed? Is he ever tamed? Of what use is he, when tamed? What good qualities does he possess? What trait of character did the elephant exhibit in getting the piece of money? What one, in protecting the soldier? What one, in sparing the sick, who were lying upon the ground?

In the last sentence, which words are prepositions? Which are the adverbs? What do they qualify? What does the word adverb

mean? Why is it so called? Which are the verbs, and which is the nominative to each?

What sound has *s* in the words *cause* and *his?* (pages 13, 47, 20.) What is the prefix in the word *unwieldy?* (page 111.) What is the prefix in *disorder?* (page 115.) See McGuffey's Spelling-book.

---

## ARTICULATION.

| | | | | | |
|---|---|---|---|---|---|
| Thd. | Loath'd,[1] | seeth'd,[1] | smooth'd,[5] | sooth'd,[5] | mouth'd. |
| Thz. | Loathes,[1] | seethes,[1] | smooths,[5] | soothes,[5] | mouths. |
| Thr. | Thread,[2] | threat,[2] | thrift,[2] | throttle,[2] | through.[1] |

---

# LESSON XXXVIII.

1. Wan'-der-er, one who has strayed out of the way.
2. Sus-pense', doubt, uncertainty.
3. Trav'-ers-ed, passed over and examined.
5. As-cer-tain'-ed, made certain.
6. Sym'-pa-thi-zed, felt for.
9. De-cliv'-i-ty, descent of land.
10. Pro-claim'-ed, made known publicly.
11. Pro-ces'-sion, a train of persons walking or riding.
13. Rep-re-sent-a'-tion, the act of describing or showing.

---

## THE LOST CHILD.

REMARK.—Never allow yourself, in reading, to think of any thing but the subject before you, and thus your manner will be much more natural, and you will be better understood by others.

ARTICULATE each letter clearly.—Sep-a-ra-ted, not *sep'ra-ted:* chil-dren, not *chil-ren:* wan-der-er, not *wan-d'rer:* gath-er-ing, not *gath'rin:* coun-te-nan-ces, not *count'nan-ces:* in-ter-est, not *in-t'res:* hast-i-ly, not *hast'ly:* ev-er-y, not *ev'ry:* di-rect-ed, not *d'rect-ed.*

1. A FEW years since, a child was lost in the woods. He was out, with his brothers and sisters, gathering berries, and

was accidentally separated from them, and lost. The children, after looking in vain for some time, in search of the little wanderer, returned, just in the dusk of the evening, to inform their parents, that their brother was lost, and could not be found.

2. The woods, at that time, were infested with bears. The darkness of a cloudy night was rapidly coming on, and the alarmed father, gathering a few of his neighbors, hastened in search of the lost child. The mother remained at home, almost distracted with suspense.

3. As the clouds gathered, and the darkness increased, the father and the neighbors, with highly-excited fears, traversed the woods in all directions, and raised loud shouts to attract the attention of the child. But their search was in vain. They could find no trace of the wanderer; and, as they stood under the boughs of the lofty trees, and listened, that, if possible, they might hear his feeble voice, no sound was borne to their ears but the melancholy moaning of the wind, as it swept through the thick branches of the forest.

4. The gathering clouds threatened an approaching storm, and the deep darkness of the night had already enveloped them. It is difficult to conceive what were the feelings of that father. And who could imagine how deep the agony which filled the bosom of that mother, as she heard the wind, and beheld the darkness in which her child was wandering!

5. The search continued in vain, till nine o'clock in the evening. Then, one of the party was sent back to the village, to collect the inhabitants for a more extensive search. The bell rung the alarm, and the cry of fire resounded through the streets. It was, however, ascertained that it was not fire which caused the alarm, but that the bell tolled the more solemn tidings of a lost child.

6. Every heart sympathized in the sorrows of the distracted parents. Soon, multitudes of the people were seen ascending the hill, upon the declivity of which the village was situated, to aid in the search. Ere long, the rain began to fall, but no tidings came back to the village of the lost child. Hardly an eye was that night closed in sleep, and there was not a mother who did not feel for the agonized parents.

7. The night passed away, and the morning dawned, and yet no tidings came. At last, those engaged in the search,

met together, and held a consultation. They made arrangements for a more minute and extended search, and agreed that, in case the child was found, a gun should be fired, to give a signal to the rest of the party.

8. As the sun arose, the clouds were dispelled, and the whole landscape glittered in the rays of the bright morning. But that village was deserted and still. The stores were closed, and business was hushed. Mothers were walking the streets, with sympathizing countenances and anxious hearts. There was but one thought there: "What has become of the lost child?"

9. All the affections and interest of the community, were flowing in one deep and broad channel toward the little wanderer. About nine in the morning, the signal gun was fired, which announced that the child was found; and for a moment, how dreadful was the suspense! Was it found a mangled corpse, or was it alive and well?

10. Soon, a joyful shout proclaimed the safety of the child. The shout was borne from tongue to tongue, till the whole forest rung again with the joyful acclamations of the multitude. A commissioned messenger rapidly bore the tidings to the distracted mother. A procession was immediately formed, by those engaged in the search. The child was placed upon a platform, hastily constructed from the boughs of trees, and borne in triumph at the head of the procession. When they arrived at the brow of the hill, they rested for a moment, and proclaimed their success with three loud and animated cheers.

11. The procession then moved on, till they arrived in front of the dwelling, where the parents of the child resided. The mother, who stood at the door, with streaming eyes and throbbing heart, could no longer restrain herself, or her feelings.

12. She rushed into the street, clasped her child to her bosom, and wept aloud. Every eye was suffused with tears, and, for a moment, all were silent. But suddenly, some one gave a signal for a shout. One loud, and long, and happy note of joy rose from the assembled multitude, and they then dispersed to their business and their homes.

13. There was more joy over the one child that was found, than over the ninety and nine that went not astray. Likewise, there is joy in the presence of the angels of God, over one sinner that repenteth. But still, this is a feeble representation of the love of our Father in heaven for us, and of the

joy with which the angels welcome the returning wanderer. The mother can not feel for her child that is lost, as God feels for the unhappy wanderers in the paths of sin.

14. The child was exposed to a few hours of suffering; it was in danger of being torn by the claws and teeth of the bear; and how anxiously did the wretched mother pray for its deliverance! How warmly were the sympathies of friends enlisted in its favor, and how perseveringly were their efforts directed to its recovery! Oh, if a mother can feel so much, what must be the feelings of our Father in heaven, for those who have strayed from his love? If man can feel so deep a sympathy, what must be the emotions which glow in the bosom of angels?

ABBOTT.

QUESTIONS.—What is this story about? Where was the child lost? With what were the woods infested? Who went out in search of the little wanderer? What was to be the signal, when they found the child? Did they find him the first night? What did the neighbors then do? What sound proclaimed the recovery of the child? How was the child taken to its mother? What were the feelings of the mother on beholding it? When is there joy in heaven? Does not this imply the great worth of the soul?

## LESSON XXXIX.

15. Or'-phan, a fatherless or motherless child.
A-ban'-don-ed, given up.
Wiles, tricks, cunning plans.
16. Ter'-ri-bly, in a manner to cause fear.
17. Vi'-o-lence, vehemence, excited action.
20. Ter'-ri-fi-ed, very much frightened.

### THE DEAD MOTHER.

ARTICULATION.—Articulate clearly the *h* in the following words: why, what, when: not *wy, wat, wen.* See Exercise IV. page 18.

1. *Fath.* Touch not thy mother, boy; thou canst not wake her.
2. *Child.* Why, father? She still wakens at this hour.

3. *Fath.* Your mother's dead, my child.

4. *Child.* And what is dead?
If she be dead, why, then, 'tis only sleeping,
For I am sure she sleeps. Come, mother, rise:
Her hand is very cold!

5. *Fath.* Her *heart* is cold.
Her limbs are bloodless, would that mine were so!

6. *Child.* If she would waken, she would soon be warm.
Why is she wrapt in this thin sheet? If I
This wint'ry morning, were not covered better,
I should be cold, like her.

7. *Fath.* No, not like her:
The fire might warm *you*, or thick clothes; but *her*—
Nothing can warm again!

8. *Child.* If I could wake her,
She would smile on me, as she always does,
And kiss me. Mother! you have slept too long;
Her face is pale, and it would frighten me,
But that I know she loves me.

9. *Fath.* Come, my child.

10. *Child.* Once, when I sat upon her lap, I felt
A beating at her side, and then she said
It was her heart that beat, and bade me feel
For my own heart, and they both beat alike,
Only mine was the quickest; and I feel
My own heart yet; but hers—I can not feel.

11. *Fath.* Child! child! you drive me mad; come hence,
I say.

12. *Child.* Nay, father, be not angry! let me stay
Here till my mother wakens.

13. *Fath.* I have told you,
Your mother can not wake; not in this world;
But in another, she *will* wake for us.
When we have slept like her, then we shall see her.

14. *Child.* Would it were night, then!

15. *Fath.* No, unhappy child!
Full many a night shall pass, ere thou canst sleep
That last, long sleep. Thy father soon shall sleep it;
Then wilt thou be deserted upon earth;
None will regard thee; thou wilt soon forget

That thou hadst natural ties; an orphan lone,
Abandoned to the wiles of wicked men.

16. *Child.* Father! father!
Why do you look so terribly upon me,
You will not hurt me?

17. *Fath.* Hurt thee, darling? no!
Has sorrow's violence so much of anger,
That it should fright my boy? Come, dearest, come.

18. *Child.* You are not angry, then?

19. *Fath.* Too well I love you.

20. *Child.* All you have said, I can not now remember,
Nor what is meant; you terrified me so.
But this I know you told me; I must sleep
Before my mother wakens; so, to-morrow!
Oh, father! that to-morrow were but come!

ANONYMOUS.

---

QUESTIONS.— What is this species of composition called? How should it be read? What mark is that after "father," in the second line? What is its use?

---

## ARTICULATION.

Ngz. Sings[2], things[2], wings[2], flings[2], stings[2], gongs[2].
Ngd. Wing'd[2], twang'd[2], clang'd[2], throng'd[3], bung'd[2], hang'd[2].
Nks. Thinks[2], drinks[2], shrinks[2], blinks[3], thanks[2], banks[2].

---

# LESSON XL.

2. Dis-cov'-er-ed, found out.
Tin'-y, very small.
3. Com-po'-ser, an author.
Or'-ches-tra, a body of musicians.
Com-po-si'-tions, musical pieces.*
6. Rap'-tures, extreme delight.
8. Chat'-ting, talking familiarly.
10. De-ject'-ed, discouraged, low-spirited.
Strewn, spread by scattering.

* It will be recollected, that those definitions only are given, which are appropriate in the connection in which the word is used.

## LITTLE VICTORIES.

REMARK.—In conversational pieces like the following, the manner of each speaker should be imitated, as in a dialogue.

ARTICULATE the letter *d:*—round, not *roun:* found, not *foun:* mind, not *mine:* mild, not *mile:* hund-reds, not *hun-reds:* hand, not *han:* told, not *tole:* and, not *an:* fond, not *fon:* a-sham'd, not *a-shame.*

ARTICULATE the *t:*—lost, not *loss:* burst, not *burs:* just, not *juss:* great-est, not *great-es:* loud-est, not *loud-es.*

1. "OH, mother, now that I have lost my limb, I can never be a soldier or a sailor; I can never go round the world!" And Hugh burst into tears, now more really afflicted than he had ever been yet. His mother sat on the bed beside him, and wiped away his tears as they flowed, while he told her, as well as his sobs would let him, how long and how much he had reckoned on going round the world, and how little he cared for any thing else in future; and now this was just the very thing he should never be able to do!

2. He had practiced climbing ever since he could remember, and now this was of no use; he had practiced marching, and now he should never march again. When he had finished his complaint, there was a pause, and his mother said,

"Hugh, you have heard of Huber."

"The man who found out so much about bees?" said Hugh.

"Bees and ants. When Huber had discovered more than had ever been known about these, and when he was sure that he could learn still more, and was more and more anxious to peep into their tiny homes, and curious ways, he became blind."

3. Hugh sighed, and his mother went on.

"Did you ever hear of Beethoven? He was one of the greatest musical composers that ever lived. His great, his sole delight, was in music. It was the passion of his life. When all his time and all his mind were given to music, he suddenly became deaf, perfectly deaf; so that he never more heard *one single note* from the loudest orchestra. While crowds were moved and delighted with his compositions, it was all silence to him." Hugh said nothing.

4. "Now do you think," asked his mother — and Hugh saw that a mild and gentle smile beamed from her countenance, — "do you think that these people were without a heavenly Parent?"

"O no! but were they patient?" asked Hugh.

"Yes, in their different ways and degrees. Would you suppose, that they were hardly treated? Or would you not rather suppose, that their Father gave them something better to do, than they had planned for themselves?"

5. "He must know best, of course; but it does seem very hard, that *that very thing* should happen to them. Huber would not have so much minded being deaf, perhaps; or that musical man being blind."

"No doubt their hearts often swelled within them, at their disappointments; but I fully believe that they very soon found God's will to be wiser than their wishes. They found, if they bore their trial well, that there was work for their hearts to do, far nobler than any the head could do through the eye, or the ear. And they soon felt a new and delicious pleasure, which none but the bitterly disappointed can feel."

"What is that?"

6. "The pleasure of rousing the soul to bear pain, and of agreeing with God silently, when nobody knows what is in the breast. There is no pleasure like that of exercising one's soul in bearing pain, and of finding one's heart glow with the hope that one is pleasing God."

"Shall I feel that pleasure?"

"Often and often, I have no doubt; every time you can willingly give up your wish to be a soldier, or a sailor, or any thing else you have set your mind upon, you will feel that pleasure. But I do not expect it of you yet. I dare say, it was long a bitter thing to Beethoven to see hundreds of people in raptures with his music, when he could not hear a note of it."

7. "But did he ever smile again?" asked Hugh.

"If he did, he was happier than all the fine music in the world could have made him," replied his mother.

"I wonder, O, I wonder if I shall ever feel so!"

"We will pray to God that you may. Shall we ask him now?"

Hugh clasped his hands. His mother kneeled beside the bed, and, in a very few words, prayed that Hugh might be able to bear his misfortune well, and that his friends might give him such help and comfort as God should approve.

8. Hugh found himself subject to very painful feelings sometimes, such as no one quite understood, and such as he feared no one was able to pity as they deserved. On one occasion, when he had been quite merry for a while, and his mother and his sister Agnes were chatting, they thought they heard a sob from the sofa. They spoke to Hugh, and found that he was indeed crying bitterly.

"What is it, my dear?" said his mother. "Agnes, have we said any thing that could hurt his feelings?"

"No, no," sobbed Hugh. "I will tell you presently."

9. And presently he told them, that he was so busy listening to what they said, that he forgot every thing else, when he felt as if something got between two of his toes; unconsciously he put down his hand, as if his foot was there! Nothing could be plainer than the feeling in his toes; and then, when he put out his hand, and found nothing, it was so terrible! it startled him so!

It was a comfort to find that his mother knew about this. She came, and kneeled by his sofa, and told him that many persons who had lost a limb, considered this the most painful thing they had to bear, for some time; but that, though the feeling would return occasionally through life, it would cease to be painful.

10. Hugh was very much dejected, and when he thought of the long days, and months, and years, to the end of his life, and that he should never run and play, and never be like other people, he almost wished that he was dead.

Agnes thought that he must be miserable indeed, if he could venture to say this to his mother. She glanced at her mother's face, but there was no displeasure there. On the contrary, she said this feeling was very natural. She had felt it herself, under smaller misfortunes than Hugh's: but she had found, though the prospect appears all strewn with troubles, that they come singly, and are not so hard to bear, after all.

11. She told Hugh, that when she was a little girl, she was very lazy, fond of her bed, and not at all fond of dressing or washing.

"Why, mother! you?" exclaimed Hugh.

"Yes; that was the sort of little girl I was. Well, I was in despair, one day, at the thought that I should have to wash and clean my teeth, and brush my hair, and put on every article of dress, every morning as long as I lived."

"Did you tell any body?" asked Hugh.

12. "No; I was ashamed to do that; but I remember I cried. You see how it turns out. When we have become accustomed to any thing, we do it without ever thinking of the trouble, and, as the old fable tells us, the clock, that has to tick so many millions of times, has exactly the same number of seconds to do it in. So will you find, that you can move about on each separate occasion, as you wish, and practice will enable you to do it without any trouble or thought."

"But this is not all, nor half what I mean," said Hugh.

13. "No, my dear, nor half what you will have to bear. You resolved to bear it all patiently, I remember. But what is it you dread the most?"

"Oh! all manner of things. I can never do like other people."

"Some things," replied his mother. "You can never play cricket, as every Crofton boy would like to do. You can never dance at your sister's Christmas parties."

14. "Oh! mamma!" cried Agnes, with tears in her eyes, and with the thought in her mind, that it was cruel to talk so.

"Go on! Go on!" cried Hugh, brightening. You know what I feel, mother; and you don't keep telling me, as others do, and even sister Agnes, sometimes, that it won't signify much, and that I shall not care, and all that; making out that it is no misfortune, hardly, when I know what it is, and they don't. Now then, go on, mother! What else?"

15. "There will be little checks and mortifications continually, when you see little boys leaping over this, and climbing that, and playing at the other, while you must stand out, and can only look on. And some people will pity you, in a way you don't like: and some may even laugh at you."

"O mamma!" exclaimed Agnes.

"Well, and what else?" said Hugh.

16. "Sooner or later, you will have to follow some way of

life determined by this accident, instead of one that you would have liked better.

"Well, what else?"

"I must ask you, now. I can think of nothing more; and I hope there is not much else; for indeed, I think here is quite enough for a boy, or any one else, to bear."

"I will bear it, though; you will see."

17. "You will find great helps. These misfortunes, of themselves, strengthen one's mind. They have some advantages, too. You will be a better scholar for your lameness, I have no doubt. You will read more books, and have a mind richer in thoughts. You will be more beloved by us all, and you yourself will love God more for having given you something to bear for his sake. God himself will help you to bear your trials. You will conquer your troubles one by one, and by a succession of LITTLE VICTORIES, will, at last, completely triumph over all."

MISS MARTINEAU.

---

QUESTIONS.—What was the matter with Hugh? What plan for the future did this misfortune interfere with? Whom did his mother mention as having been similarly situated? How was Huber disappointed? How was Beethoven disappointed? From whom come our disappointments? Are they intended for our good? How should we feel under them? How did Hugh's mother comfort him? What did Hugh determine to do? In what way did his mother think that his misfortune would be an advantage to him?

In the last sentence, which words are in the objective case? What two verbs are in the future tense? Which are the pronouns? Which are the prepositions? In the 14th paragraph, what interjection is there? Point out three nouns in this paragraph. What does the word *noun* mean?

## TO TEACHERS.

IT will be found a profitable exercise, in addition to the spelling and defining at the head of each lesson, to call upon the class to spell the more difficult words. It is recommended, also, that the pupils be frequently required to *write* upon a blackboard, or slate, words selected by the teacher from the reading lesson, as it is very common to find those, who spell correctly by the ear, to be at fault when required to *write* the same words.

# LESSON XLI.

1. Mul'-ti-tude, a great number.
2. Bles'-sed, happy.
   Mer'-ci-ful, exercising mercy.
3. Per'-se-cu-ted, troubled or punished for religious opinions.
8. For-swear', to swear falsely.
9. De-spite'-ful-ly, maliciously.
10. Pub'-li-can, a collector of taxes. (These, among the Jews, were very bad men.)

## EXTRACT FROM THE SERMON ON THE MOUNT.

REMARK. — The words *Lord* and *God* are seldom pronounced with that full and solemn sound that is proper. *Lud* and *Laward*, and *Gud* and *Gawd*, are too frequently used instead of the proper sounds: if the pupil can learn to speak the three words, O — Lord — God, in a clear, full, and solemn tone, it will be worth no little attention.

ARTICULATE the *r* in the following words: *poor, their, hunger, are, pure, members, forswear, perform, earth, neither, heard, more, therefore, perfect.* See Exercise IV., page 19.

1. AND seeing the multitude, He went up into a mountain: and when He was set, His disciples came unto Him: and He opened His mouth, and taught them, saying,

2. Blessed are the poor in spirit: for theirs is the kingdom of heaven. Blessed are they that mourn: for they shall be comforted. Blessed are the meek: for they shall inherit the earth. Blessed are they which do hunger and thirst after righteousness: for they shall be filled. Blessed are the merciful: for they shall obtain mercy. Blessed are the pure in heart: for they shall see God.

3. Blessed are the peace-makers: for they shall be called the children of God. Blessed are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven. Blessed are ye when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake. Rejoice and be exceeding glad; for great is your reward in heaven; for so persecuted they the prophets which were before you.

4. Think not that I am come to destroy the law, or the prophets: I am not come to destroy, but to fulfill. For verily

I say unto you, Till heaven and earth pass, one jot or one tittle shall in no wise pass from the law, till all be fulfilled.

5. Whosoever, therefore, shall break one of these least commandments, and shall teach men so, he shall be called least in the kingdom of heaven; but whosoever shall do, and teach them, the same shall be called great in the kingdom of heaven. For I say unto you, That except your righteousness exceed the righteousness of the Scribes and Pharisees, ye shall in no case enter into the kingdom of heaven.

6. Ye have heard that it was said by them of old time, Thou shalt not kill; and whosoever shall kill, shall be in danger of the judgment. But I say unto you, That whosoever is angry with his brother without a cause, shall be in danger of the judgment: and whosoever shall say to his brother, Raca, shall be in danger of the council: but whosoever shall say, Thou fool, shall be in danger of hell-fire.

7. If thy right eye offend thee, pluck it out, and cast it from thee: for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell. If thy right hand offend thee, cut it off, and cast it from thee: for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell.

8. Again, ye have heard that it hath been said by them of old time, Thou shalt not forswear thyself, but shalt perform unto the LORD thine oaths: but I say unto you, Swear not at all; neither by heaven; for it is God's throne: nor by the earth; for it is His footstool: neither by Jerusalem; for it is the city of the great King: neither shalt thou swear by thy head, because thou canst not make one hair white or black. But let your communication be yea, yea; nay, nay; for whatsoever is more than these cometh of evil.

9. Ye have heard that it hath been said, Thou shalt love thy neighbor and hate thine enemy: but I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you and persecute you; that ye may be the children of your Father which is in heaven: for He maketh His sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.

10. For if you love them which love you, what reward

have ye? do not even the publicans the same? And if ye salute your brethren only, what do ye more than others? do not even the publicans so? Be ye, therefore, perfect, even as your Father which is in heaven is perfect.

BIBLE.

---

QUESTIONS.—Who delivered this sermon? Why are the poor in spirit blessed or happy? Why, they that mourn? What kind of mourners are intended? Why are the meek happy? Why, they who hunger and thirst after righteousness? Why, the merciful? Why, the pure in heart? Why, peace-makers? Why, the persecuted for righteousness' sake? What should we do to our enemies? What does God do to the evil and the good?

In the first sentence, for what noun does the pronoun *He* stand? Which are the nouns in this sentence? Which are the participles? Which are the conjunctions? Which words are in the objective case? Which in the nominative? What does the word *nominative* mean?

☞ See Pinneo's Primary Grammar.

From what is the word *unjust* derived? (page 111.) What is the prefix? (page 111.) What meaning does it give? (page 111.) What is a prefix? (page 111.) From what is the word *only* derived? (page 107.) What is the affix? (page 107.) What meaning does it give the word? (page 107.) From what is the affix *ly* derived? (page 107.) What is an affix? (page 100.) See McGuffey's Eclectic Spelling-book.

---

## ARTICULATION.

NOTE.—Combinations composed of *two* elementary sounds having been thus far given for practice, the following exercises will contain principally combinations of *three, four,* and *five* elements. This progressive plan has been adopted, because thus the development of the organs will be better secured, and the habit of distinct articulation more easily acquired.

OBSERVE that *e* in blabbed, gabbles, &c., is omitted.

| | | | | |
|---|---|---|---|---|
| Bz, bst. | Blabs, | blabst: | throbs, | throbst. |
| Bd, bdst. | Blabb'd, | blabb'dst: | throbb'd, | throbb'dst. |
| Blz, blst. | Gabbl's, | gabbl'st: | quibbl's, | quibbl'st. |
| Bld, bldst. | Gabbl'd, | gabbl'dst: | quibbl'd, | quibbl'dst. |

# LESSON XLII.

1. Un-cul'-ti-va-ted, not improved by labor.
   Quest, search.
   Re-soure'-es, sources of support.
3. Cer'-e-mo-ny, outward form.
5. Con-jur'-ing, imploring with solemnity.
6. Ap-peas'-ed, made quiet and friendly.
10. Fe-roc'-ity, savageness, cruelty.
11. Cops'-es, woods of small growth.
    Pon'-der-ous, very heavy.
12. Te-nac'-i-ty, that quality which keeps things from separating.
    In-stan-ta'-ne-ous-ly, in an instant.
13. Un-per-ceiv'-ed, not seen.
15. Pouch'-es, small bags.
    Per-pen-dic'-u-lar, straight up and down.
17. En'-ter-pri-sing, forward to undertake, resolute.

## STORIES ABOUT THE BEAR.

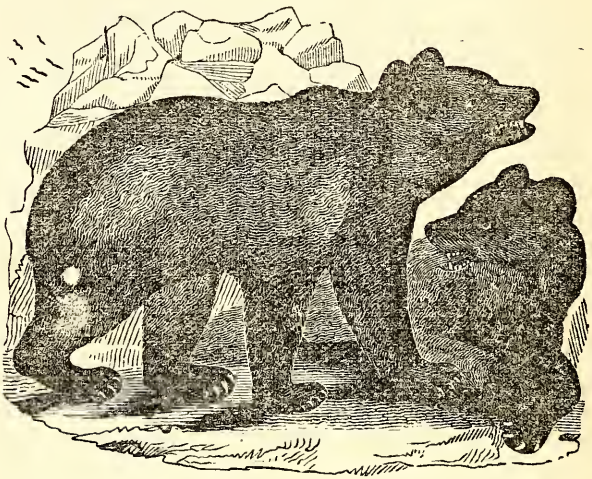
AVOID the omission of the unaccented *i* in words like *solitary, animals, perilous, eminence,* &c. See Exercise IV., page 16.

PRONOUNCE correctly. — Oft-en, (pro. of'n), not *of-ten:* quad-ru-peds, not *quad-ry-pids:* mag-ni-tude, not *mag-ni-tood,* nor *mag-ni-tshude:* to-bac-co, not *tub-bac-ker:* con-jur'-ing, not *con'-jur-in:* haunts, (pro. *hahnts.*)

1. THE American black bear lives a solitary life in forests and uncultivated deserts, and subsists on fruits, and on the young shoots and roots of vegetables. He is exceedingly fond of honey, and, as he is a most expert climber, he scales the loftiest trees in search of it. He delights in fish, and is often found in quest of them, on the borders of lakes, and on the sea-shore. When these resources fail, he will attack small quadrupeds, and even animals of some magnitude. Indeed, as is usual in such cases, the love of flesh in him grows with the use of it.

2. The bear chiefly adopts for his retreat, the hollow trunk of some old tree. The hunter, whose business it is to watch him in his retreat, climbs a neighboring tree, and seats himself opposite to the hole. In one hand he holds his gun, and in the other a torch, which he darts into the cavity. Frantic with rage and terror, the bear makes a spring from his station; but the hunter improves the moment of his appearance, and shoots him.

3. The pursuit of these animals is a matter of the first importance to some of the Indian tribes, and is never undertaken without much ceremony. A principal warrior gives a general invitation to all the hunters. This is followed by a strict fast of eight days, in which they abstain from food, but during which, the day is passed in continual song.



4. When they arrive at the hunting ground, they surround as large a space as they can, and then contract their circle, searching, at the same time, every hollow tree, and every place capable of being the retreat of a bear; and they continue the same practice till the chase is expired.

5. As soon as a bear is killed, a hunter puts into his mouth a lighted pipe of tobacco, and blowing into it, fills the throat with the smoke, conjuring the spirit of the animal not to resent what they were about to do to his body, or to render their future chase unsuccessful.

6. As the beast makes no reply, they cut out the string of the tongue, and throw it into the fire. If it crackle and shrivel up, (which it is almost sure to do,) they accept this as a good omen; if not, they consider that the spirit of the beast is not appeased, and that the chase of the next year will be unfortunate.

7. Some years since, when the western part of New York was in a state of nature, and wolves and bears were not afraid of being seen, some enterprising settler had erected, and put in operation, a saw-mill on the banks of the Genesee.

8. One day, as he was sitting on the log, eating his bread and cheese, a large black bear came from the woods toward the mill. The man, leaving his luncheon on the log, made a spring, and seated himself on a beam above; when the bear, mounting the log, sat down with his back toward the saw, which was in operation, and commenced satisfying his appetite on the man's dinner.

9. After a little while, the saw progressed enough to interfere with the fur on Bruin's back, and he hitched along a little, and kept on eating. Again, the saw came up, and scratched a little flesh. The bear then whirled round; and throwing his paws around the saw, held on till he was mangled through and through, when he rolled off, and fell into the flood.

10. The grizzly bear, like the American black bear, inhabits the northern part of America; but, unlike him, he is, perhaps, the most formidable of all bears in magnitude and ferocity. He averages twice the bulk of the black bear, to which, however, he has some resemblance. His teeth are of great size and power. His feet are enormously large. The talons sometimes measure more than six inches.

11. The neighborhood of the Rocky mountains is one of the principal haunts of this animal. There, amid woods and plains, and tangled copses of boughs and underwood, he reigns as much the monarch, as the lion is of the sandy wastes of Africa. Even the bison can not withstand his attack. Such is his muscular strength, that he will drag this ponderous animal to a convenient spot, where he digs a pit for its reception.

12. The Indians regard him with the utmost terror. His extreme tenacity of life renders him still more dangerous; for he can endure repeated wounds, which would be instantaneously mortal to other beasts, and, in that state, can rapidly pursue his enemy. So that the hunter who fails to shoot him through the brain, is placed in a most perilous situation.

13. One evening, the men in the hindmost of one of Lewis and Clark's canoes, perceived one of these bears lying in the

open ground, about three hundred paces from the river; and six of them, who were all good hunters, went to attack him. Concealing themselves by a small eminence, they were able to approach within forty paces unperceived; four of the hunters now fired, and each lodged a ball in his body, two of which passed directly through the lungs.

14. The bear sprang up, and ran furiously, with open mouth, upon them; two of the hunters, who had reserved their fire, gave him two additional wounds, and one breaking his shoulder-blade, somewhat retarded his motions. Before they could again load their guns, he came so close on them, that they were obliged to run toward the river, and before they had gained it, the bear had almost overtaken them.

15. Two men jumped into the canoe; the other four separated, and concealing themselves among the willows, fired as fast as they could load their pieces. Several times the bear was struck, but each shot seemed only to direct his fury toward the hunter; at last, he pursued them so closely that they threw aside their guns and pouches, and jumped from a perpendicular bank, twenty feet high, into the river.

16. The bear sprang after them, and was very near the hindmost man, when one of the hunters on the shore shot him through the head, and finally killed him. When they dragged him on shore, they found that eight balls had passed through his body in different directions.

17. On another occasion, the same enterprising travelers met with the largest bear of this species they had ever seen. When they fired, he did not attempt to attack, but fled with a tremendous roar, and such was his tenacity of life, that, although five balls had passed through the lungs, and five other wounds were inflicted, he swam more than half across the river, to a sand-bar, and survived more than twenty minutes.

ANONYMOUS.

---

QUESTIONS.—What is the subject of this lesson? Where is the bear usually found? What is the Indian method of hunting the bear? What superstitious ideas have the Indians about bears?

For what does the pronoun *he* stand, in the last sentence? In what case is it? To how many, and what verbs is it nominative? What verb in the infinitive mode do you find in the sentence? Why is this mode called *infinitive?* How many modes have verbs?

# LESSON XLIII.

2. Trans-par'-ent, clear, admitting light.
Re-fract'-ed, turned from a direct course.
3. Phe-nom'-e-non, appearance.
4. Cov'-e-nant, a mutual agreement.
Ed'-i-fy-ing, instructive.
Con-de-scend'-ed, stooped, humbled himself.
5. Sym'-bol, an emblem.
6. Se-rene', clear, fair.
Form-a'-tion, the act of making.

## THE RAINBOW.

Remark.—One lesson, read with reflection, will more improve the mind, and enrich the understanding, than skimming over the surface of a whole book.

Articulate the *consonants* in the following words: *darts, drops, transparent, refracted, globes, reflected, fast, spectator, observes, conclude.* See Exercise III., pages 11 to 15.

1. When the sun darts his rays on the drops of water that fall from a cloud, and when we are so placed that our backs are toward the sun, and the cloud is before us, then we see a rainbow.

2. The drops of rain may be considered as small transparent globes, on which the rays fall, and are twice refracted, and once reflected. Hence the colors of the rainbow; which are *seven* in number, and are arranged in the following order, *red, orange, yellow, green, blue, indigo,* and *violet.*

3. These colors appear the most vivid, when the cloud behind the rainbow is dark, and the drops of rain fall thick and fast. The drops falling continually, produce a new rainbow every moment, and as each spectator has his particular situation, from which he observes this phenomenon, it so happens that no two men, properly speaking, can see the *same* rainbow. This rainbow can last no longer than the drops of rain continue to fall.

4. If we consider the rainbow merely as a phenomenon of nature, it is one of the finest sights imaginable. It is the most beautiful colored picture which the Creator has placed before our eyes. But, when we recollect that God has made it a sign of his mercy, and of the covenant which he has con-

descended to enter into with man; then we shall find matter in it for the most edifying reflection.

5. When the rain is general, there can be no rainbow: as often, therefore, as we see this beautiful symbol of peace, we may conclude with certainty, that we need fear no deluge; for to effect one, there must be a violent rain from all parts of the heavens at once.

6. Thus, when the sky is only covered on one side with clouds, and the sun is seen on the other, it is a proof that these gloomy clouds shall be shortly dispersed, and the heavens become serene. Hence it is, that a rainbow can not be seen, unless the sun be behind, and the rain before us. In order to the formation of the bow, it is necessary that the sun and the rain should be seen at the same time.

STURM.

---

QUESTIONS.—On what is the rainbow formed? How many colors has the rainbow? What are they? Of what is the rainbow a sign? When can there not be a rainbow? What is necessary to its formation?

---

## ARTICULATION.

| | | | | |
|---|---|---|---|---|
| Dz, dst. | Feeds, | feedst: | upholds, | upholdst. |
| Dth, dths. | Width, | widths: | breadth, | breadths. |
| Dlz, dlst. | Huddl's, | huddl'st: | bridl's, | bridl'st. |
| Dld, dldst. | Huddl'd, | huddl'dst: | bridl'd, | bridl'dst. |

---

# LESSON XLIV.

1. Land'-scape, a portion of country.
3. Ze'-nith, that part of the heavens directly over head.
6. Grand'-eur, greatness, splendor.
7. Om-nip'-o-tence, Almighty power.
8. Pa-vil'-ion, a tent.
   De'-i-ty, the Supreme Being.
12. Tran-scri'-bed, copied.
13. Venge'-ance, punishment.
    Un-furl'-ed, unfolded.

## THE RAINBOW.

REMARK. — Do not allow the measure of poetry, its rhyme and melody, to betray you into a mode of chanting.

PRONOUNCE correctly. — Land-scape, not *land-skip:* herb-age, (pro. *herb-age* or *erb-age*) : dis-tance, not *dis-tunce:* Om-nip-o-tence, not *Om-nip-tunce.*

1. THE evening was glorious, and light through the trees
Play'd the sunshine and rain-drops, the birds and the breeze,
The landscape, outstretching in loveliness, lay
On the lap of the year, in the beauty of May.

2. For the Queen of the Spring, as she passed down the vale,
Left her robe on the trees, and her breath on the gale;
And the smiles of her promise gave joy to the hours,
And flush, in her footsteps, sprang herbage and flowers.

3. The skies, like a banner, in sunset unroll'd,
O'er the west threw their splendor of azure and gold;
But one cloud at a distance, rose dense, and increas'd,
Till its margin of black touch'd the zenith and east.

4. We gazed on the scenes, while around us they glow'd,
When a vision of beauty appear'd on the cloud,
'T was not like the sun, as at mid-day we view,
Nor the moon that rolls nightly through star-light and blue.

5. Like a spirit, it came in the van of the storm,
And the eye and the heart hailed its beautiful form:
For it looked not severe, like an Angel of Wrath,
But its garment of brightness illum'd its dark path.

6. In the hues of its grandeur, sublimely it stood,
O'er the river, the village, the field, and the wood;
And river, field, village, and woodlands, grew bright,
As conscious they gave and afforded delight.

7. 'T was the bow of Omnipotence, bent in his hand,
Whose grasp at Creation the universe spann'd;

'T was the presence of God, in symbol sublime;
His vow from the flood till the exit of Time.

8. O! such was the Rainbow, that beautiful one!
Whose arch was refraction, its key-stone the Sun;
A pavilion it seemed, which the Deity graced,
And Justice and Mercy met there and embraced.

9. Awhile, and it sweetly bent over the gloom,
Like Love o'er a death-couch, or Hope o'er the tomb;
Then left the dark scene; whence it slowly retired,
As Love had just vanished, or Hope had expired.

10. I gazed not alone on that source of my song;
To all who beheld it, these verses belong;
Its presence to all was the path of the Lord!
Each full heart expanded, grew warm, and adored.

11. Like a visit, the converse of friends, or a day,
That bow from my sight passed for ever away;
Like that visit, that converse, that day, to my heart,
That bow from remembrance can never depart.

12. 'T is a picture in memory, distinctly defined
With the strong and unperishing colors of mind:
A part of my being, beyond my control,
Beheld on that cloud, but transcribed on my soul.

13. Not dreadful, as when in the whirlwind he pleads,
When storms are his chariot, and lightning his steeds,
The black clouds, his banner of vengeance, unfurled,
And thunder his voice to a guilt-stricken world:

14. In the breath of his presence, when thousands expire,
And the seas boil with fury, and rocks burn with fire,
And the sword, and the plague-spot, with death strew the plain,
And vultures and wolves are the graves of the slain.

CAMPBELL.

---

QUESTIONS.—What should be avoided in reading poetry? (See REMARK prefixed to this lesson). What mark is that between "plague" and "spot," in the last line but one? For what purpose is it used?

# LESSON XLV.

Port-man'-teau, (pro. *port-man'-to*), a kind of bag to carry clothes in.
Con-struc'-tion, the manner of putting together the parts of a machine.
Ex'-qui-site, exact, delicate.
Cu'-ri-ous, made with skill.
Screen, a curtain, a cover.
De-ci'-pher-ing, explaining.
Man'-u-script, a book or paper written with the hand or pen.
Con-ject'-ure, guess.
Rep-re-sent-a'-tion, image.

## A WONDERFUL INSTRUMENT.

PRONOUNCE correctly. — Dis-trib-u-ting, not *dis-trib-it-ing:* in-ju-ry, not *in-jer-ry:* val-ue, not *val-ew:* ac-cu-rate, not *ac-ker-it:* man-u-scripts, not *man-ny-scripts:* con-ject-ure, not *con-jec-ter.*

A GENTLEMAN, just returned from the city, was surrounded by his children, who were eager to hear the news; and still more eager to see the contents of a small portmanteau, which were, one by one, carefully unfolded and displayed to view. After distributing among them a few presents, the father took his seat again, and the following conversation took place.

*Father.* I have brought from the city, for my own use, something far more curious and valuable, than any of the little gifts which you have received. It is too good to *present* to any of you, but I will give you a brief description of it, and then, perhaps, allow you to inspect it.

This small instrument displays the most perfect ingenuity of construction, and the most exquisite nicety and beauty of workmanship. From its extreme delicacy, it is so liable to injury, that a sort of light curtain adorned with a beautiful fringe, is always provided, and so placed as to fall, in a moment, on the approach of the slightest danger. Its external appearance is always more or less beautiful, although in this respect, there is a great variety in the different sorts.

But the internal contrivance is the same in all of them, and is, in the highest degree, curious and wonderful. By a slight movement easily effected by the person to whom it belongs, you can ascertain, with great accuracy, the size, color, shape, weight, and value of any article whatever. A person, who has one of these instruments, is saved the trouble of asking a

thousand questions, and of making troublesome experiments, and, at the same time, by its use, he obtains much more accurate and extensive information, than he could in any other way.

*Edward.* If they are such very useful things, I wonder that every body that can afford it, does not have one.

*Father.* They are not so uncommon as you may suppose. I know several individuals who possess one or two of them.

*Henry.* How large is it, father? Could I hold it in my hand?

*Father.* You might: but I should be very sorry to trust *mine* with you.

*Edward.* You will be obliged to take very great care of it, then.

*Father.* Indeed I must. I intend every night to inclose it in the small screen of which I told you, and it must, besides, occasionally be washed in a certain colorless fluid, kept for this purpose. But notwithstanding the tenderness of this instrument, it may be darted to a great distance, without the least injury or any danger of losing it.

*Henry.* How high can you dart it, father?

*Father.* I am almost afraid to tell you, lest you should think I am jesting.

*Edward.* Higher than this house, I suppose!

*Father.* Much higher.

*Henry.* Then how do you get it again?

*Father.* It is easily cast down by a gentle movement, that does it no injury.

*Edward.* But who can do this?

*Father.* The person whose business it is to take care of it.

*Henry.* Well, I can not understand you at all; but do tell us, father, what it is chiefly used for.

*Father.* Its uses are so various, that I know not which to mention. It is of great service in deciphering old manuscripts, and, indeed, has its use in modern prints. It will assist us greatly in acquiring all kinds of knowledge, and without it, some of the most sublime parts of creation would be matter of mere conjecture.

*Edward.* Well, tell us something more about it.

*Father.* It is of a very penetrating quality, and can often

discover secrets which could be detected by no other means. It must be confessed, however, that it is equally liable to reveal them.

*Henry.* What! can it speak, then?

*Father.* It is sometimes said to do so, especially when it meets with one of its own species.

*Edward.* Of what color is it?

*Father.* They vary considerably in this respect.

*Edward.* Of what color is yours?

*Father.* I believe it is of a darkish color, but, to confess the truth, I never saw it in my life.

*Both. Never saw it in your life?*

*Father.* No, nor do I wish to see it; but I have seen a representation of it, which is so exact that my curiosity is perfectly satisfied.

*Edward.* But why don't you look at the thing itself?

*Father.* I should be in danger of losing it, if I did.

*Henry.* Then you could buy another.

*Father.* Nay, I believe that I could not prevail on any body to part with such a thing.

*Edward.* Then how did you get this one?

*Father.* I am so fortunate as to have more than one: but how I got them I really can not recollect.

*Edward.* Not recollect? why, you said you brought them from the city to-night.

*Father.* So I did; I should be sorry if I had left them behind me.

*Henry.* Tell, father, do tell us the name of this WONDERFUL INSTRUMENT.

*Father.* It is called—an EYE.

JANE TAYLOR.

---

QUESTIONS.—What is the most wonderful instrument ever made? Who is the maker of this instrument? What do we call the curtain which falls before it? What do we call the fringe? What is meant by darting the eye to a distance? What is meant by casting it down? How is it that a person can not see his own eye? In what way does he see its representation? What does this wonderful instrument prove with regard to its Maker.

ARTICULATION.

| | | | | | |
|---|---|---|---|---|---|
| Fs, | fst. | Snuffs, | snuffst: | whiffs, | whiffst. |
| Ft, | fts, fist. | Drift, | drifts, | driftst: | siftst. |
| Fl, | flz, flst. | Trifl, | trifl's, | trifl'st: | mufflst. |
| Fld, | fldst. | Trifl'd, | trifl'dst: | muffl'd, | muffl'dst. |

# LESSON XLVI.

1. Right'-eous-ness, purity of heart and life.
   Up'-right-ness, honesty.
3. Dis-cern', to see the difference, to distinguish.
5. Stat'-ues, written laws.
6. Ex-cel'-led, went beyond.
8. Com-mu'-ned, conversed.
9. Ap-par'-el, clothing.
10. How-be'-it, yet, nevertheless.

## SOLOMON'S WISE CHOICE.

REMARK. — When a sentence is quoted in the Bible, it is distinguished by being begun with a capital letter, and not by the usual quotation marks; as, in the first paragraph below — God said, Ask what I shall give thee. *Thee* and *thou*, are used for *you; art* for *are; dost* for *do*, and several other words, different from those used in the common style of writing. This manner of writing is called the *solemn style*, and is used in prayer, and in some other cases.

SOUND each letter *distinctly* and *correctly*. — Sol-o-mon, not *Sol-mon:* ac-cord-ing, not *ac-cord'n:* midst, not *midse:* stat-utes, not *sta-choots:* Je-ru-sa-lem, not *J'ru-s'lem:* cam-els, not *cam-ils*, nor *cam'ls:* stones, not *stuns:* min-is-ters, not *min-is-tuz:* ap-par-el, not *ap-par-ul.*

1. IN Gibeon, the Lord appeared unto Solomon in a dream by night, and God said, Ask what I shall give thee. And Solomon said, Thou hast showed unto thy servant David, my father, great mercy, according as he walked before thee in truth, and in righteousness, and in uprightness of heart with thee; and thou hast kept for him this great kindness,

that thou hast given him a son to sit on his throne, as it is this day.

2. And now, O Lord, my God, thou hast made thy servant king, instead of David my father; and I am but a little child. I know not how to go out or to come in. And thy servant is in the midst of thy people, which thou hast chosen, a great people, that can not be numbered or counted for multitude.

3. Give, therefore, thy servant, an understanding heart to judge thy people, that I may discern between good and bad, for who is able to judge this thy so great a people? And the speech pleased the Lord, that Solomon had asked this thing.

4. And God said unto him, Because thou hast asked this thing, and hast not asked for thyself long life; neither hast thou asked riches for thyself, nor hast asked the life of thine enemies; but hast asked for thyself understanding to discern judgment; behold, I have done according to thy words: lo, I have given thee a wise and an understanding heart, so that there was none like thee before thee, neither after thee shall any arise like unto thee.

5. And I have also given thee that which thou hast not asked, both riches and honor; so that there shall not be any among the kings like unto thee all thy days. And if thou wilt walk in my ways, to keep my statutes and my commandments, as thy father David did walk, then I will lengthen thy days. And Solomon awoke, and, behold, it was a dream.

6. And God gave Solomon wisdom and understanding, exceeding much, and largeness of heart, even as the sand that is on the sea-shore. And Solomon's wisdom excelled the wisdom of all the children of the east country, and all the wisdom of Egypt. For he was wiser than all men.

7. And when the Queen of Sheba heard of the fame of Solomon concerning the name of the Lord, she came to prove him with hard questions.

8. And she came to Jerusalem with a very great train, with camels that bare spices, and very much gold, and precious stones; and when she was come to Solomon, she communed with him of all that was in her heart. And Solomon told her all her questions: there was not any thing hid from the king which he told her not.

9. And when the Queen of Sheba had seen all Solomon's wisdom, and the house that he had built, and the meat of his

table, and the sitting of his servants, and the attendance of his ministers, and their apparel, and his cup-bearers, and his ascent by which he went up into the house of the Lord, there was no more spirit in her.

10. And she said to the king, It was a true report that I heard in mine own land, of thy acts, and of thy wisdom. Howbeit, I believed not the words, until I came, and mine eyes had seen it; and behold, the half was not told me; thy wisdom and prosperity exceedeth the fame which I heard.

11. Happy are thy men, happy are these thy servants, which stand continually before thee, and that hear thy wisdom.

BIBLE.

---

QUESTIONS.—What one thing did Solomon ask of God? What three things did God give him? Upon what condition did God promise to lengthen his days? Who heard of his fame, and came to visit him? In what way did he show to her his wisdom? Having seen all, what did she say? Who is wiser than Solomon?

In the last sentence, what does the adjective *happy* qualify? What does the adverb *continually* qualify? What is the difference between an adjective and an adverb? See Pinneo's Primary Grammar.

What is the affix in each of the words *righteousness, uprightness, kindness,* and *largeness?* (page 107.) What meaning does the affix give in these words? (page 107.) What is the affix and what is the prefix to the word *understanding?* (pages 118, 101.) What is the affix to the words *pleased, asked,* and *excelled?* (page 102.) When is the last *e* silent in such words? (page 102.) Why is the last letter doubled in adding *ed* to *excel,* and not in adding the same syllable to *please* and *ask?* (pages 102, 144.) See McGuffey's Eclectic Spelling-book, at the pages above referred to.

---

## LESSON XLVII.

1. Re-venge', return for injury.
   Sup'-ple, flexible.
3. Ac'-ci-dent, any thing which happens without being foreseen.
7. Con-tempt', scorn, disdain.
   In-flict', to lay on, to apply.
8. Hov'-er-ing, hanging over or about.
9. Ex-cess', what is above measure.
10. A-bil'-i-ty, power.
12. Un-mer'-it-ed, not deserved.
    Venge'-ance, return for an injury.
    Im-pos'-si-ble, that can not be.

## THE NOBLEST REVENGE.

UTTER each letter *distinctly.*—Heart-i-ly, not *heart'ly:* coun-te-nance, not *coun-t'nance:* nat-u-ral, not *nat'ral:* op-po-site, not *op'site:* prop-er-ly, not *prop'ly:* ac-ci-dent, not *ax-dent:* hov-er-ing, not *hov'rin:* ex-act-ly, not *zac-ly:* un-luck-i-ly, not *un-luck'ly:* dif-fer-ent, not *dif-frent:* a-bil-i-ty, not *a-bil'ty:* car-ry-ing, not *car-r'in:* im-pos-si-ble, not *im-pos'ble.* See Exercises on E, I, O, U, on pages 16 and 17.

1. "I WILL have revenge on him, that I will, and make him heartily repent it," said Philip to himself, with a countenance quite red with anger. His mind was so engaged, that he did not see Stephen, who happened at that instant to meet him.

2. "Who is that," said Stephen, "on whom you intend to be revenged?" Philip, as if awakened from a dream, stopped short, and looking at his friend, soon resumed a smile that was natural to his countenance. "Ah," said he, "you remember my supple jack, a very pretty cane which was given me by my father, do you not? Look there; it is in pieces. It was farmer Robinson's son, who reduced it to this worthless state."

3. Stephen very coolly asked him, what had induced young Robinson to break it? "I was walking peaceably along," replied he, "and was playing with my cane by twisting it round my body. By accident, one of the ends slipped out of my hand, when I was opposite the gate, just by the wooden bridge, where the ill-natured fellow had put down a pitcher of water, which he was taking home from the well.

4. "It so happened that my cane, in springing back, upset the pitcher, but did not break it. He came up close to me, and began to call me names; when I assured him, that what I had done had happened by accident, and that I was sorry for it. Without regarding what I said, he instantly seized my cane, and twisted it, as you see; but I will make him repent of it."

5. "To be sure," said Stephen, "he is a very wicked boy, and is already very properly punished for being such, since nobody likes him, or will have any thing to do with him. He can scarcely find a companion to play with him; and is often at a loss for amusement, as he deserves to be. This,

properly considered, I think will appear sufficient revenge for you."

6. "All this is true," replied Philip, "but he has broken my cane. It was a present from my father, and a very pretty cane it was. I offered to fill his pitcher for him again, as I knocked it down by accident. I will be revenged."

7. "Now, Philip," said Stephen, "I think you will act better in not minding him, as your contempt will be the best punishment you can inflict upon him. Be assured, he will always be able to do more mischief to you than you choose to do to him. And, now I think of it, I will tell you what happened to him, not long since.

8. "Very unluckily for him, he chanced to see a bee hovering about a flower, which he caught, and was going to pull off its wings out of sport, when the animal stung him, and flew away in safety to the hive. The pain put him into a furious passion, and like you, he vowed revenge. He accordingly procured a stick, and thrust it into the bee-hive.

9. "In an instant, the whole swarm flew out, and alighting upon him, stung him in a hundred different places. He uttered the most piercing cries, and rolled upon the ground in the excess of his agony. His father immediately ran to him, but could not put the bees to flight, until they had stung him so severely, that he was confined several days to his bed.

10. "Thus, you see, he was not very successful in his pursuit of revenge. I would advise you, therefore, to pass over his insult. He is a wicked boy, and much stronger than you; so that your ability to obtain this revenge may be doubtful."

11. "I must own," replied Philip, "that your advice seems very good. So come along with me and I will tell my father the whole matter, and I think he will not be angry with me." They went, and Philip told his father what had happened. He thanked Stephen for the good advice he had given his son, and gave Philip another cane, exactly like the first.

12. A few days afterward, Philip saw this ill-natured boy fall, as he was carrying home a heavy log of wood, which he could not lift up again. Philip ran to him, and helped him to replace it on his shoulder. Young Robinson was quite ashamed at the thought of this unmerited kindness, and

heartily repented of his behaviour. Philip went home quite satisfied. "This," said he, "is the noblest vengeance I could take, in *returning good for evil.* It is impossible I should repent of it."

ENG. MAGAZINE.

---

QUESTIONS.—What was Philip thinking of when Stephen met him? Relate the occurrence which occasioned these unpleasant feelings. What did Stephen tell him about the ill-natured boy, and what did he advise him to do? In what way did Philip follow his advice? How did he feel, and how did young Robinson feel, after he had returned good for evil? What is revenge? Is it right to take revenge on those who insult or injure us? Will revenge heal our hurt, or make up our loss? Will it make us wiser, or better, or happier? What is the best and only kind of vengeance we should take?

In the last sentence, what two verbs are there? What pronouns? What adjective? What preposition? What is a pronoun? An adjective? A preposition? A verb?

Is *bee-hive* a simple or a compound word? (page 124.) What is the difference in meaning between the words *pre-sent'* and *pres'-ent?* (page 125.) What between *ad-vice* and *ad-vise?* (page 129.) What is the prefix in the word *re-place?* (page 111.) What meaning does it give the word? (page 111.) See McGuffey's Eclectic Spelling-book.

SPELL AND DEFINE.—2. reduced: 3. induced: 4. assured: 8. procured: 10. successful.

---

## ARTICULATION.

| | | | | |
|---|---|---|---|---|
| Gz, gst. | Brags, | brag'st: | drags, | drag'st. |
| Gd. gdst. | Bragg'd, | bragg'dst: | dragg'd, | dragg'dst. |
| | Flagg'd, | flagg'dst: | snagg'd, | snagg'dst. |
| Glz, glst. | Smuggl's, | smuggl'st: | joggl's, | joggl'st. |
| | Struggl's, | struggl'st: | straggl's, | straggl'st. |
| Gld, gldst. | Smuggl'd, | smuggl'dst: | joggl'd, | joggl'dst. |
| | Struggl'd, | struggl'dst: | straggl'd, | straggl'dst. |

# LESSON XLVIII.

1. De-scend'-ants, offspring, children.
   Ex'-ile, the state of being driven out of one's country.
   Germ, that from which any thing springs.
2. Prom'-i-nent, principal, most easily seen.
   Crags, steep, rough rocks.
   Vol-can'-ic, produced by a volcano.
3. Dif-fu'-sion, a spreading or extending widely.
4. Rig'-id-ly, strictly.
   Lit'-er-a-ture, learning, books.
6. Se-lect'-ed, chosen.
7. Goth'-ic, pertaining to the Goths.
11. Em-u-la'-tion, rivalry, effort to excel.
13. Su-per-in-du'-ced, brought upon.
    Ac-quire'-ments, things which are obtained or learned.

## CHARACTER OF THE ICELANDERS.

REMARK.—It is better to read a little too loud, than in too feeble a tone. Read, therefore, as if you were addressing the most distant person in the room.

PRONOUNCE correctly.—Mor-al, not *mor-ul:* de-scend-ants, not *de-scend-unts:* re-pub-lic-an, not *re-pub-lic-un:* prom-i-nent: not *prom-i-nunt:* in-di-vid-u-als, not *in-di-vid-ew-uls:* ed-u-ca-tion, not *ed-dy-ca-tion:* oc-ca-sions, not *uc-ca-sions:* isl-and, not *isl-und:* pri-vate, not *pri-vit.*

1. THE early settlers of Iceland, like those of New England, were a race well fitted to leave a high state of moral feeling and intelligence to their descendants. Many of them were distinguished men of Norway, who preferred exile to oppression at home, and who carried to their adopted country the germ of republican institutions, and of the knowledge that can best uphold them.

2. The most prominent traits in the Icelanders are a love of their country, hospitality, intelligence, simplicity, and piety. Though social, they are rather disposed to be serious. It would almost seem that happiness, and simplicity of character, had deserted the sunny skies and fertile fields of Southern Europe, to nestle among the icy crags and volcanic ruins of the frozen zone.

3. It is not so much the literary fame of a few select individuals, who have enjoyed superior advantages, which strikes

our attention, as the universal diffusion of the general principles of knowledge, among its inhabitants. Though there is only one school in Iceland, and that solitary school is exclusively designed for the education of such as are afterward to fill offices in the church or state, yet it is exceedingly rare to meet with a boy or girl, who has attained the age of nine or ten years, that can not read and write with ease.

4. Domestic education is most rigidly attended to; and it is no uncommon thing to hear youths repeat passages from the Greek and Latin authors, who have never been further than a few miles from the place where they were born. On many occasions, indeed, the common Icelanders discover an acquaintance with the history and literature of other nations, which is perfectly astonishing.

5. A winter evening in an Icelandic family, presents a scene in the highest degree interesting and pleasing. Between three and four o'clock, the lamp is hung up in the principal apartment, which answers the double purpose of a bed-chamber and sitting-room, and all the members of the family take their stations, with their work in their hands, on their respective beds, all of which face each other.

6. The master and mistress, together with the children, or other relations, occupy the beds at the inner end of the room; the rest are filled by the servants. The work is no sooner begun, than one of the family, selected on purpose, advances to a seat near the lamp, and commences the evening lecture, which generally consists of such histories as are to be obtained on the island.

7. Being but badly supplied with printed books, the Icelanders are under the necessity of copying such as they can get the loan of, which sufficiently accounts for the fact, that most of them write a hand equal, in beauty, to that of the ablest writing-masters in other parts of Europe. Some specimens of their Gothic writing are scarcely inferior to copper-plate.

8. The reader is frequently interrupted, either by the head, or some of the more intelligent members of the family, who make remarks on various parts of the story, and propose questions, with a view to exercise the ingenuity of the children and servants.

9. At the conclusion of the evening labors, which are frequently continued till near midnight, the family join in singing a psalm or two; after which, a chapter from some book of

devotion is read, if the family be not in possession of a Bible; but where this Sacred Book exists, it is preferred to every other. A prayer is also read by the head of the family, and the exercise concludes with a psalm. Their morning devotions are conducted in a similar manner.

10. When the Icelander awakes, he does not salute any person that may have slept in the room with him, but hastens to the door, and lifting up his eyes toward heaven, adores him who made the heavens and the earth, the Author and Preserver of his being, and the Source of every blessing. He then returns into the house, and salutes every one he meets, with "God grant you a good day."

11. There being no parish schools, nor, indeed, any private establishments for the instruction of youth in Iceland, their mental culture depends entirely on the disposition and abilities of the parents. In general, however, neither of these is wanting; for the natives of this island are endowed with an excellent natural understanding; and their sense of national honor, formed by their familiar acquaintance with the character and deeds of their forefathers, spurs them to emulation, independent of the still more powerful inducement, arising from the necessity and importance of religious knowledge.

12. The children are taught their letters, either by the mother, or some other female; and when they have made some progress in reading, they are taught writing and arithmetic by the father. Every clergyman is bound to visit the different families in his parish twice or thrice a year, on which occasion, he catechises both young and old; but the exercise is attended to chiefly with a reference to the former, in order to ascertain what degree of knowledge they possess of the fundamental principles of Christianity.

13. These are all the means of instruction which the great bulk of the Icelandic youth enjoy; nevertheless, the love of knowledge, superinduced by the domestic habits of those who are their superiors in point of age and mental acquirements, often prompts them to build, of their own accord, on the foundation that has thus been laid; and I have frequently been astonished at the familiarity with which many of these self-taught peasants have discoursed on subjects, which, in other countries, we should expect to hear started by those only who fill the professor's chair, or who have otherwise devoted their lives to the study of science.

HENDERSON.

QUESTIONS.—What are some of the prominent traits in the character of the Icelanders? What is said about the diffusion of knowledge? How many schools are there in Iceland? What is domestic education? How do they spend their winter evenings? What is exile? It is said they are a *social* people; what is meant by that?

In the first sentence of this lesson there are eight nouns; will you name them? Will you spell each one of them in the singular number? In the plural number? In the possessive case of the singular number? In the possessive case of the plural number?

## LESSON XLIX.

1. Blus'-ter-ing, being noisy and loud.
   Bus'-tle, tumult, great stir.
2. Crest, the top.
   Quiv'-er-ing, trembling, shaking.
3. Fair'-y, an imaginary being.
   Bev'-ies, flocks.
   Pict'-ur-ed, painted.
   Sheen, brightness, splendor.

### FREAKS OF THE FROST.

REMARK.—Let this lesson be read in a brisk and lively manner, being careful, however, not to run one word into another.

ARTICULATE distinctly.—Slept, not *slep:* crept, not *crep:* cost-ly, not *cos-ly.*

1. THE Frost looked forth one still, clear night,
   And whispered, "Now I shall be out of sight:
   So through the valley, and over the hight,
   In silence I'll take my way.
   I will not go on, like that blustering train,
   The wind and the snow, the hail and the rain,
   Who make so much bustle and noise in vain,
   But I'll be as busy as they."

2. Then he flew to the mountain, and powdered its crest,
   He lit on the trees, and their boughs he dress'd
   In diamond beads; and over the breast
   Of the quivering lake, he spread

A coat of mail, that need not fear
The downward point of many a spear,
That he hung on its margin, far and near,
Where a rock could rear its head.

3. He went to the window of those who slept,
And over each pane, like a fairy, crept;
Wherever he breath'd, wherever he stepp'd,
By the light of the morn were seen
Most beautiful things; there were flowers and trees;
There were bevies of birds, and swarms of bees;
There were cities with temples and towers, and these
All pictured in silver sheen.

4. But he did one thing, that was hardly fair;
He peep'd in the cupboard, and finding there
That all had forgotten for him to prepare,
"Now just to set them a thinking,
I'll bite this basket of fruit," said he,
"This costly pitcher I'll burst in three;
And the glass of water they've left for me
Shall 'tchick!' to tell them I'm drinking."

MISS GOULD.

---

QUESTIONS.—What marks are those at the end of the first stanza? What do they indicate? What is meant by the word "tchick," in the last line? What mark is that over "I'm," in the same line, and what does it show?

---

## ARTICULATION.

| | | | | | |
|---|---|---|---|---|---|
| Ks, | kst. | Vex², | vex'd²: | annex², | annex'd². |
| | | Kicks², | kickst²: | pricks², | prickst². |
| Kt, | kts. | Tract², | tracts²: | exact², | exacts². |
| | | Pact², | pacts²: | object², | objects². |
| Klz, | klst. | Buckl's², | buckl'st²: | tickl's², | tickl'st². |
| Kld, | kldst. | Buckl'd², | buckl'dst²: | tickl'd², | tickl'dst². |

# LESSON L.

2. Prec'-i-pi-ces, very steep places.
Gla'-ciers, immense bodies of ice.
Ra-vines', (pro. *rav-eens'*) deep hollows through the mountains.
Con-cus'-sion, the act of shaking.
Cham'-ois, (pro. *sham'-my*) a kind of mountain goat.
3. Con'-sul, a chief magistrate.
4. Pe-des'-tri-an, one who travels on foot.
6. Knap'-sack, a kind of bag carried by the soldier on his back.
7. En-cum'-brance, a load, any thing that hinders.
8. Re-laps'-ed, returned, went back.
9. Cor-res-pond'-ing, agreeing with.
Per'-emp-to-ri-ly, positively.
10. Van'-guard, the front line of troops.

## BONAPARTE CROSSING THE ALPS.

Pronounce correctly.—En-gin-eer, not *in-gi-neer:* pe-des-tri-an, not *pe-des-trun:* reg-i-ments, not *reg-i-munts:* cal-cu-la-ted, not *cal-ky-la-ted:* con-sid-er-a-ble, not *con-sid-rer-ble:* trav-el'd, not *trav-il'd:* si-lence, not *si-lunce.*

1. "Is the route practicable?" said Bonaparte. "It is barely possible to pass," replied the engineer. "Let us set forward, then," said Napoleon, and the extraordinary march was commenced.

2. Bonaparte himself, on the 15th of May, at the head of the main body of his army, consisting of thirty thousand men and upward, marched from Lausanne to the little village called St. Pierre, at which point there ended every thing resembling a practicable road. An immense and apparently inaccessible mountain, reared its head among general desolation and eternal frost; while precipices, glaciers, ravines, and a boundless extent of faithless snows, which the slightest concussion of the air converts into avalanches capable of burying armies in their descent, appeared to forbid access to all living things but the chamois, and his scarce less wild pursuer.

3. Yet, foot by foot, and man by man, did the French soldiers proceed to ascend this formidable barrier, which Nature had erected in vain to limit human ambition. The view of the valley, emphatically called "Desolation," where

nothing is to be seen but snow and sky, had no terrors for the First Consul and his army.

4. They advanced by paths hitherto pursued only by hunters, or here and there a hardy pedestrian, the infantry loaded with arms, and in full military equipment; the cavalry leading their horses, the musical bands playing, from time to time, at the head of the regiments, and, in places of unusual difficulty, the drums beat a charge, as if to encourage the soldiers to encounter the opposition of Nature itself.

5. The pieces of artillery, without which they could not have done service, were deposited in trunks of trees hollowed out for the purpose. Each was dragged by a hundred men; and the troops, making it a point of honor to bring forward their guns, accomplished this severe duty, not with cheerfulness only, but with enthusiasm.

6. The carriages were taken to pieces, and harnessed on the backs of mules, or committed to the soldiers, who relieved each other in the task of bearing them with levers; and the ammunition was transported in the same manner. While one half of the soldiers were thus engaged, the others were obliged

to carry the muskets, cartridge-boxes, knapsacks, and provisions of their comrades as well as their own.

7. Each man, so loaded, was calculated to carry from sixty to seventy pounds weight, up icy precipices, where a man, totally without encumbrance, could ascend but slowly. Probably no troops, save the French, could have endured the fatigue of such a march, and no other general than Bonaparte would have ventured to require it at their hands.

8. He set out a considerable time after the march had begun, alone, excepting his guide. He is described by the Swiss peasant who attended him in that capacity, as wearing his usual simple dress, a gray surtout, and a three-cornered hat. He traveled in silence, save a few short and hasty questions about the country, addressed to his guide from time to time. When these were answered, he relapsed into silence.

9. There was a gloom on his brow, corresponding with the weather, which was wet and dismal. His countenance had acquired, during his Eastern campaigns, a swarthy complexion, which, added to his natural severe gravity, inspired his Swiss guide with fear, as he looked upon him. Occasionally, his route was stopped by some temporary obstacle, caused by a halt in the artillery or baggage; his commands on such occasions were peremptorily given, and instantly obeyed, his very look seeming enough to silence all objection, and remove every difficulty. Above them they beheld everlasting snow; below them were the clouds.

10. The descent on the other side of Mont St. Bernard was as difficult to the infantry as the ascent had been, and still more so to the cavalry. It was, however, accomplished without material loss, and the army took up their quarters for the night, after having marched fourteen French leagues. The next morning, 16th of May, the vanguard took possession of Aosta, a village of Piedmont, from which extends the valley of the same name, watered by the river Dorea, a country pleasant in itself, but rendered delightful by its contrast with the horrors which had been left behind.

SCOTT.

---

QUESTIONS.—Where are the Alps? Who was Bonaparte? For what was he distinguished? What were the difficulties in passing over the Alps? What traits of character did Bonaparte exhibit in attempting and carrying through this difficult enterprise?

# LESSON LI.

1. Cir-cum'-fer-ence, the measure round a circular body.
2. Col'-umn, a long, round body of wood or stone. [the column.
   Cap'-i-tal, the uppermost part of
   Shaft, the body of the column.
   Ped'-es-tal, the lowest part of a column.
3. Rel'-ic, that which is left after the decay of the rest.
   Vo-lute', a kind of roll attached to the capital as an ornament.
4. Ec-cen-tric'-i-ty, oddity.
5. Ge'-nius, a man of superior mind.
7. Pat'-ri-ot, one who loves his country.
   De-ter'-red, discouraged from going on.
10. El'-e-va-ted, high.
    Det'-ri-ment, damage.
12. Fic'-tion, an invented story.
    Au-then'-ti-ca-ted, proved true.
    In-i'-tial, the first letter of a name.

## DESCRIPTION OF POMPEY'S PILLAR.

REMARK.—Many words in this lesson will oblige the pupil to use his dictionary. Let no word be passed over, which is not understood. The dictionary must be used for the pronunciation, rather than the meaning. The meaning must be gathered *chiefly* from the *connection.*

ARTICULATE distinctly, and pronounce correctly.—Al-ex-an-dri-a, not *Al-ex-an-dry:* cir-cum-fer-ence, not *s'cum-f'runce:* sev-er-al, not *sev-ral:* cap-i-tal, not *cap't'l:* cap-tains, (pro. *cap-tins*) not *cap-tanes:* dis-cov-er-y, not *dis-cov'ry:* re-spect, not *re-spec:* di-rect-ly, not *di-rec-ly:* un-der-ta-king, not *un-der-ta-k'n:* ac-ci-dent, not *ax-dunt.*

1. IN visiting Alexandria, what most engages the attention of travelers, is the pillar of Pompey, as it is commonly called, situated a quarter of a league from the southern gate. It is composed of red granite. This block of marble, 60 feet in circumference, rests on two layers of stone, bound together with lead; which, however, has not prevented the Arabs from forcing out several of them, to search for an imaginary treasure.

2. The whole column is 114 feet high. It is perfectly well polished, and only a little shivered on the eastern side. Nothing can equal the majesty of this monument; seen from a distance, it overtops the town, and serves as a signal for vessels. Approaching it nearer, it produces an astonishment mixed with awe. One can never be tired with admiring the beauty of the

capital, the length of the shaft, or the extraordinary simplicity of the pedestal.

3. This last has been somewhat damaged by the instruments of travelers, who are curious to possess a relic of this antiquity; and one of the volutes of the column was immaturely brought down about twelve years ago, by a prank of some English captains, which is thus related by Mr. Irving.

4. "These jolly sons of Neptune had been pushing about the can, on board of one of the ships in the harbor, until a strange freak entered into one of their brains. The eccentricity of the thought occasioned it immediately to be adopted; and its apparent impossibility was but a spur for putting it into execution.

5. "The boat was ordered; and with proper implements for the attempt, these enterprising heroes pushed ashore to drink a bowl of punch on the top of Pompey's Pillar. At the spot they arrived; and many contrivances were proposed to accomplish the desired point. But their labor was vain; and they began to despair of success, when the genius who struck out the frolic, happily suggested the means of performing it.

6. "A man was dispatched to the city for a paper kite. The inhabitants were by this time apprised of what was going forward, and flocked in crowds to be witnesses of the address and boldness of the English. The governor of Alexandria was told, that those seamen were about to pull down Pompey's Pillar.

7. "But whether he gave them credit for their respect to the Roman warrior, or to the Turkish government, he left them to themselves, and politely answered, that the English were too great patriots to injure the remains of Pompey. He knew little, however, of the disposition of the people who were engaged in this undertaking. Had the Turkish empire risen in opposition, it would not at that moment have deterred them.

8. "The kite was brought, and flown so directly over the pillar, that when it fell on the other side, the string lodged upon the capital. The chief obstacle was now overcome. A two-inch rope was tied to one end of the string, and drawn over the pillar by the end to which the kite was affixed.

9. "By this rope one of the seamen ascended to the top; and in less than an hour a kind of shroud was constructed, by which the whole company went up, and drank their punch,

amid the shouts of the astonished multitude. To the eye below, the capital of the pillar does not appear capable of holding more than one man upon it; but our seamen found that it could contain no less than eight persons very conveniently.

10. "It is astonishing that no accident befell these madcaps, in a situation so elevated, that it would have turned a landsman giddy, in his sober senses. The only detriment which the pillar received, was the loss of the volute before mentioned, which came down with a thundering sound, and was carried to England by one of the captains, as a present to a lady who had commissioned him for a piece of the pillar.

11. "The discovery which they made, amply compensated for this mischief; as, without their evidence, the world would not have known, at this hour, that there was originally a statue on this pillar, one foot and ancle of which are still remaining. The statue must have been of a gigantic size, to have appeared of a man's proportions at so great a hight.

12. "There are circumstances in this story, which might give it an air of fiction, were it not authenticated beyond all doubt. Besides the testimony of many eye-witnesses, the adventurers themselves have left us a token of the fact, by the initials of their names, which are very legible in black paint just below the capital."

IRVING.

---

QUESTIONS.—Where is Pompey's Pillar? How high is it? How did the sailors contrive to reach its top? What did they do there? What did they find there? What evidences are there that this remarkable feat was ever performed?

In the first sentence, which are the verbs? In what mode and tense is *engages*? What is its form in the infinitive mode? How many modes have verbs? See Pinneo's Primary Grammar, Mode.

---

## ARTICULATION.

| | | | | |
|---|---|---|---|---|
| Ld, ldz, ldst. | Scold, | scolds, | scoldst. | |
| Lz, lst, lt, lts. | Stills, | still'st: | hilt, | hilts. |
| Mz, mst, md, mdst. | Chimes, | chim'st, | chim'd, | chim'dst. |

# LESSON LII.

2. Cow'-er-ing, stooping or bending down.
   Copse, (pro. *cops*), a grove of small trees or bushes.
3. Sa-ga'-cious, quick in discernment.
4. Im-per'-ti-nent, rude, intrusive.
6. Ken'-nel, a house or place for dogs.
9. Mi-gra'-tion, change of place, removal. [of any one.
10. Dom'-i-cil, the home or residence
11. Dis-con-cert'-ed, interrupted, confused.
    Rec-og-ni'-tion, recollection of a former acquaintance.

## ANECDOTES OF BIRDS.

REMARK.—Your improvement in reading will not depend so much upon the quantity you read, as upon the care and attention which you bestow upon individual words and sentences.

PRONOUNCE correctly.—Tre-men-dous, not *tre-men-jus*, nor *tre-men-di-ous*, nor *tre-men-du-ous:* im pu-dent, not *im-py-dent:* in'-ter-est-ing, not *in-ter-est'-ing·* ac-cu-rate-ly, not *ac-ker-it-ly:* ed-u-ca-ted, not *ed-dy-ca-ted:* con-sid-er'd, not *con-sid-ud:* par-ent, not *par-unt:* dis-con-cert-ed, not *dis-con-sut-ed.*

1. I HAD once a favorite black hen, "a great beauty," she was called by every one, and so I thought her; her feathers were so jetty, and her topping so white and full! She knew my voice as well as any dog, and used to run cackling and bustling to my hand to receive the crums that I never failed to collect from the breakfast table for "Yarico," as she was called.

2. Yarico, by the time she was a year old, had hatched a respectable family of chickens, little, cowering, timid things at first, but, in due time, they became fine chubby ones; and old Nora, the hen-wife, said, "If I could only keep Yarico out of the copse, it would do; but the copse is full of weasels, and, I am sure, of foxes also. I have driven her back twenty times; but she watches till some one goes out of the gate, and then she 's off again; 't is always the case with young hens, Miss; they think they know better than their keepers; and nothing cures them but losing a brood or two of chickens." I have often thought since, that young people as well as young hens, buy their experience equally dear.

3. One morning I went with my crums to seek out my favorite in the poultry yard; plenty of hens were there, but no Yarico. The gate was open, and, as I concluded she had sought the forbidden copse, I proceeded there, accompanied by the yard-mastiff, a noble fellow, steady and sagacious as a judge. At the end of a ragged lane, flanked on one side by a quick-set hedge, on the other by a wild common, what was called the copse commenced; but before I arrived near the spot, I heard a loud and tremendous cackling, and met two, young, long-legged pullets, running with both wings and feet toward home. Jock pricked up his sharp ears, and would have set off at full gallop to the copse, but I restrained him, hastening onward, however, at the top of my speed, thinking I had as good a right to see what was the matter as Jock.

4. Poor Yarico! An impertinent fox-cub had attempted to carry off one of her children; but she had managed to get them behind her in the hedge, and venturing boldly forth, had placed herself in front, and positively kept the impudent animal at bay; his desire for plunder had prevented his noticing our approach, and Jock soon made him feel the superiority of an English mastiff over a cub-fox.

5. The most interesting portion of my tale is to come. Yarico not only never afterward ventured to the copse, but formed a strong friendship for the dog, who had preserved her family. Whenever he appeared in the yard, she would run to meet him, prating and clucking all the time, and impeding his progress by walking between his legs, to his no small annoyance. If any other dog entered the yard, she would fly at him most furiously, thinking, perhaps, that he would injure her chickens; but she evidently considered Jock her especial protector, and treated him accordingly.

6. It was very droll to see the peculiar look with which he regarded his feathered friend; not knowing exactly what to make of her civilities, and doubting how they should be received. When her family were educated, and able to do without her care, she was a frequent visitor at Jock's kennel, and would, if permitted, roost there at night, instead of returning with the rest of the poultry to the hen-house. Yarico certainly was a most grateful and interesting bird.

7. One could almost believe the parrot had intellect, when he keeps up a conversation so spiritedly; and it certainly is singular to observe how accurately a well-trained bird will apply his knowledge. A friend of mine knew one that had

been taught many sentences; thus: "Sally, Poll wants her breakfast!" "Sally, Poll wants her tea!" but she never mistook the one for the other; breakfast was invariably demanded in the morning, and tea in the afternoon; and she always hailed her master, but no one else, by "How do you do, Mr. A?"

8. She was a most amusing bird, and could whistle dogs, which she had great pleasure in doing. She would drop bread out of her cage as she hung at the street door, and whistle a number about her, and then just as they were going to possess themselves of her bounty, utter a shrill scream of "Get out, dogs!" with such vehemence and authority, as dispersed the assembled company without a morsel, to her infinite delight.

9. How wonderful is that instinct, by which the bird of passage performs its annual migration! But how still more wonderful is it, when the bird, after its voyage of thousands of miles has been performed, and new lands visited, returns to the precise window or eaves where, the summer before, it first enjoyed existence! And yet such is unquestionably the fact.

10. Four brothers had watched with indignation the felonious attempts of a sparrow to possess himself of the nest of a house-martin, in which lay its young brood of four unfledged birds.

11. The little fellows considered themselves as champions for the bird who had come over land and sea, and chosen its shelter under their mother's roof. They therefore marshaled themselves with blow-guns, to execute summary vengeance; but their well-meant endeavors brought destruction upon the mud-built domicil they wished to defend. Their artillery loosened the foundations, and down it came, precipitating its four little inmates to the ground. The mother of the children, good Samaritan-like, replaced the little outcasts in their nest, and set it in the open window of an unoccupied chamber.

12. The parent-birds, after the first terror was over, did not appear disconcerted by the change of situation, but hourly fed their young as usual, and testified, by their unwearied twitter of pleasure, the satisfaction and confidence they felt. There the young birds were duly fledged, and from that window they began their flight, and entered upon life for themselves. The next spring, with the reäppearance of the martins, came

four, which familiarly flew into the chamber, visited all the walls, and expressed their recognition by the most clamorous twitterings of joy. They were, without question, the very birds that had been bred there the preceding year.

HALL.

QUESTIONS.—What birds are mentioned in this story? How did the hen show her courage? What feelings did she afterward cherish toward the dog? How did the parrot show her sagacity? What is said of martins?

## LESSON LIII.

1. Tru'-ant, idle, loitering.
2. Shel'-ter-ed, protected from injury.
3. Glit'-ter-ing, shining, brilliant.
4. Pur-sue', to follow after, to chase.
5. De-scry,' to discover, to find out. View'-less, that can not be seen.

### THE BOY AND BUTTERFLY.

PRONOUNCE correctly.—Tru-ant, not *tru-unt:* moist-ure, not *moist-er,* nor *mois-tshure:* oc-cu-py, not *oc-ky-py.*

1. TRUANT boy! with laughing eye
Chasing the winged butterfly,
In her flight from bud to flower,
Wasting many a precious hour;
Thine 's a chase of idle joy,
Happy, thoughtless, truant boy!

2. Thou hast left thy playmates, laid
'Neath the beech tree's leafy shade,
Sheltered from the hour of noon,
And the burning skies of June;
What are hours or skies to thee,
Joyous type of liberty?

3. Pause! Thy foot hath touch'd the brink,
Where the water-lilies drink

Moisture from the silent stream,
Glittering in the sunny beam;
Truant, pause! or else the wave
May thy future idling save!

4. Now! pursue the painted thing!
See! she drops her velvet wing!
Tired, she rests on yonder rose,
Soon thy eager chase will close!
Stretch thine hand! she is thine own!
Ah! she flies; thy treasure's gone!

5. Boy! in thee the Poet's eye
Man's true emblem may descry,
Like thee, through the viewless air
He doth follow visions fair!
Hopes as vain, pursuits as wild,
Occupy the full-grown child!

Mrs. Wilson.

---

Questions.—What is the subject of this piece? To what is ambition compared? What moral instruction may we gather from this lesson? What is enjoined upon youth?

Spell and Define.—1. Wasting, precious, chase: 2. liberty: 3. moisture, idling: 5. emblem, visions, pursuits.

---

## ARTICULATION.

| | | | | | |
|---|---|---|---|---|---|
| Nd, | ndz, | ndst. | Strand, | strands, | strandst. |
| Ndl, | ndlz, | ndlst. | Dwindl', | dwindl's, | dwindl'st. |
| | | | Fondl', | fondl's, | fondl'st. |
| Ndld, | ndldst. | | Dwindl'd, | dwindl'dst: | fondl'dst. |
| Nks, | nkst. | | Thanks, | thankst: | plankst. |
| Nkd, | nkdst. | | Thank'd, | thank'dst: | plank'dst. |

# LESSON LIV.

2. Found'-ed, built, established.
3. Hab-it-a'-tion, place of abode.
5. Ref'-uge, shelter, protection.
   Co'-nies, a kind of rabbit.
6. Ap-point'-ed, ordained, ordered.
7. Man'-i-fold, numerous, various.
   In-nu'-mer-a-ble, not to be counted.
   Le-vi'-a-than, a large animal living in the water.
8. Re-new'-est, makest new.

## THE GOODNESS OF GOD.

REMARK.—Such lessons as the following, should be read slowly, and with great deliberation and seriousness. When sentences are short, and yet contain a great deal of meaning, you must allow the hearer a little time to gather the sense and to dwell upon it.

PRONOUNCE correctly.—Lord, not *Lawd:* God, not *Gawd:* cov-er-est, not *cov-erst:* cur-tain, (pro. *cur-tin*), not *cur-tane:* cham[1]-bers, not *cham*[2]*-bers.*

1. BLESS the Lord, O my soul! O Lord my God! thou art very great; thou art clothed with honor and majesty: who coverest thyself with light as with a garment; who stretchest out the heavens like a curtain; who layeth the beams of his chambers in the waters; who maketh the clouds his chariot; who walketh upon the wings of the wind; who maketh his angels spirits; his ministers a flaming fire; who laid the foundations of the earth, that it should not be removed forever.

2. Thou coveredst it with the deep as with a garment: the waters stood above the mountains. At thy rebuke they fled; at the voice of thy thunder they hasted away. They go up by the mountains; they go down by the valleys, unto the place which thou hast founded for them. Thou hast set a bound that they may not pass over; that they turn not again to cover the earth.

3. He sendeth the springs into the valleys, which run among the hills. They give drink to every beast of the field; the wild asses quench their thirst. By them shall the fowls of the heaven have their habitation, which sing among the branches. He watereth the hills from his chambers; the earth is satisfied with the fruit of thy works.

4. He causeth the grass to grow for the cattle, and herb for the service of men, that he may bring forth fruit out of the earth; and wine that maketh glad the heart of man, and oil to make his face to shine, and bread which strengtheneth man's heart.

5. The trees of the Lord are full of sap; the cedars of Lebanon, which he hath planted, where the birds make their nests: as for the stork, the fir-trees are her house. The high hills are a refuge for the wild goats, and the rocks for the conies.

6. He appointeth the moon for seasons; the sun knoweth his going down. Thou makest darkness, and it is night, wherein all the beasts of the forest do creep forth. The young lions roar after their prey, and seek their meat from God. The sun ariseth, they gather themselves together, and lay them down in their dens. Man goeth forth unto his work and to his labor until the evening.

7. O Lord, how manifold are thy works! in wisdom hast thou made them all: the earth is full of thy riches. So is this great and wide sea, wherein are things creeping innumerable, both small and great beasts. There go the ships: there is that leviathan, whom thou hast made to play therein. These wait all upon thee, that thou mayest give them their meat in due season.

8. That thou givest them they gather: thou openest thine hand, they are filled with good. Thou hidest thy face, they are troubled: thou takest away their breath, they die, and return to their dust. Thou sendest forth thy spirit, they are created: and thou renewest the face of the earth.

9. The glory of the Lord shall endure forever: the Lord shall rejoice in his works. He looketh on the earth, and it trembleth: he toucheth the hills, and they smoke.

10. Oh that men would praise the Lord for his goodness, and for his wonderful works to the children of men! And let them sacrifice the sacrifices of thanksgiving, and declare his works with rejoicing.

11. O give thanks unto the Lord; call upon his name; make known his deeds among the people. Sing unto him, sing psalms unto him: talk ye of all his wondrous works. Glory ye in his holy name: let the heart of them rejoice that seek the Lord. Seek the Lord, and his strength; seek his face evermore.

12. Remember his marvelous works that he hath done; his wonders, and the judgment of his mouth. He is the Lord our God; his judgments are in all the earth. I will sing unto the Lord as long as I live: I will sing praise to my God while I have my being.

BIBLE.

QUESTIONS.—In reading the Sacred Scriptures, what should we be careful to avoid? This portion of the Sacred Scriptures was written by David; can you tell me any thing about him? Over what people did he rule? For what was he celebrated?

# LESSON LV.

1. In-sig-nif'-i-cant, trifling, contemptible.
   E-nor'-mous, very large.
2. Al'-ti-tude, hight.
   Fath'-om-ed, reached, measured.
3. Arch'-i-tect-ure, frame or structure.
   Vo-li'-tion, the power of willing.
   Con'-ti-nent, a great extent of land.
5. Nav'-i-ga-tors, seamen.
   Sub-ma-rine', being under water in the sea.
   O-ver-top'-ping, rising above the top.
6. Ul'-ti-mate-ly, at last.
   Ac-cel'-er-a-ting, increasing.
   Arch-i-pel'-a-go, a sea full of islands.
9. Hy-drau'-lic, relating to water in motion.
11. Chem'-is-try, a science which discovers the nature of bodies.
   Cal-ca'-re-ous, having the qualities of lime.
   Se-cre'-tion, matter separated or produced from the blood.
12. Ac-cu-mu-la'-tion, matter heaped together.
   Ap'-en-nines, mountains in Italy.
13. Pol'-yp, a water insect.

## WORKS OF THE CORAL INSECTS.

ARTICULATE the *h* distinctly in the following words: *somewhat, while, habitations, hand, has, hold, when, here, hydraulic, whence, how.* See Exercise on H, page 18.

Be careful to sound the *u* properly in *creatures, structures, altitude, architecture,* &c. See Exercise IV., page 17.

1. THE Coral varies from the size of a pin's head, or even less, to somewhat more than the bulk of a pea; and it is by

the persevering efforts of creatures so insignificant, working in myriads, and working through ages, that the enormous structures in question are erected.

2. Enormous we may call them, when the great Coral Reef of New Holland alone is a thousand miles in length, and when its altitude, though yet scarcely fathomed in twenty places, can not range to less than between one and two thousand feet. It is a mountain ridge, that would reach almost three times from one extreme of England to the other, with the hight of Ingleborough, or that of the ordinary and prevailing class of the Scottish mountains. And this is the work of insects, whose dimensions are less than those of a house-fly. It is perfectly overwhelming!

3. But what is even this? The whole of the Pacific Ocean is crowded with islands of the same architecture, the production of the same insignificant architects. An animal, barely possessing life, scarcely appearing to possess volition, tied down to its narrow cell, ephemeral in existence, is daily, hourly, creating the habitations of men, of animals, and of plants. It is founding a new continent; it is constructing a new world.

4. These are among the wonders of God's mighty hand; such are among the means which He uses to forward His ends of benevolence. Yet man, vain man, pretends to look down on the myriads of beings equally insignificant in appearance, because he has not yet discovered the great offices which they hold, the duties which they fulfill, in the great order of nature.

5. If we have said the Coral insect is creating a new continent, we have not said more than the truth. Navigators now know that the great Southern Ocean is not only crowded with those islands, but that it is crowded with submarine rocks of the same nature, rapidly growing up to the surface, where at length overtopping the ocean, they are destined to form new habitations for man to extend his dominion.

6. They grow and unite into circles and ridges, and ultimately, they become extensive tracts. This process can not cease while those animals exist and propagate. It must increase in an accelerating ratio; and the result will be, that, by the wider union of such islands, an extensive archipelago, and at length a continent must be formed.

7. This process is equally visible in the Red Sea. It is daily becoming less and less navigable, in consequence of the

growth of its Coral rocks; and the day is to come, when, perhaps, one plain will unite the opposite shores of Egypt and Arabia.

8. But let us here also admire the wonderful provision which is made, deep in the earth, for completing the work which those animals have commenced. And we may here note the contrast between the silent and unmarked labors of working myriads, operating by a universal and long ordained law, and the sudden, the momentary effort of a power, which, from the rarity of its exertions, seems to be especially among the miraculous interpositions of the Creator.

9. It is the volcano and the earthquake, that are to complete the structure which the Coral insect has laid; to elevate the mountain, and to form the valley; to introduce beneath the equator the range of climate which belongs to the temperate regions, and to form the great hydraulic engine, by which the clouds are collected to fertilize the earth, which causes the springs to burst forth and the rivers to flow.

10. And this is the work of one short hour. If the Coral insect was not made in vain, neither was it for destruction that God ordained the volcano and the earthquake. Thus, also, by means so opposed, so contrasted, is one single end attained. And that end is the welfare, the happiness of man.

11. Man has but recently opened his eyes on the important facts which we have now stated, and his chemistry is still unable to explain them. Whence all this rock, this calcareous earth? We need scarcely say that the Corals all consist of calcareous earth, of lime united by animal matter. The whole appears to be the creation of the animal. It is a secretion by its organs. Not only is the production of calcareous earth proceeding daily in this manner, but by the action of the myriad tribes of shell-fishes which are forming their larger habitations, in the same manner, and from the same material.

12. It is this, which forms the calcareous beds of the ocean; it is this, which has formed those enormous accumulations, in a former state of the world, which are now our mountains, the chalk and limestone of England, and the ridge of the Apennines. These are the productions of the inhabitants of an ancient ocean. Whence did it all come? We may know some day; but assuredly we do not now know.

13. Thus it is that we prove, that all the limestone of the world has been the produce of animals, though how produced, we as yet know not. If a polyp has constructed the great

submarine mountain of New Holland, the thousand tribes and myriads of individuals, which inhabited the submarine Apennine, might as easily, far more easily, have formed that ridge. We prove that this is the case, because we find the shells in the mountains, because we find the mountains made of shells.

UNIV. REVIEW.

QUESTIONS.—What is the subject of this lesson? What are corals? How large are they? What are these little insects capable of doing? How long is the Coral Reef of New Holland? What is the Pacific Ocean crowded with? By what process does the coral create such enormous structures? Do we know why God has given such immense power to these little insects? What reason have we to think it was for a good purpose?

## ARTICULATION.

| | | | | | |
|---|---|---|---|---|---|
| Nz, | nst. | Opens, | opens$^{1}$t: | sick$^{2}$ens, | sick$^{2}$enst. |
| Nt, | nts. | R$^{2}$ant, | r$^{2}$ants: | pl$^{2}$ant, | pl$^{2}$ants. |
| Nch, | nchd. | C$^{2}$linch, | c$^{2}$linch'd: | qu$^{2}$ench, | qu$^{2}$ench'd. |

# LESSON LVI.

1. Struct'-ures, buildings of any kind.
   E-phem'-e-ral, short-lived.
   Domes, buildings.
2. Ter'-ra-ced, formed into a raised bank of earth.
   Whirl'-pool, an eddy where the water whirls round.
3. Bil'-low, a great wave.
4. Mer'-maid, a fabled sea animal, part woman and part fish.
   Mar'-in-er, a seaman.
5. Pyr'-a-mid, a solid body on an angular base, and ending in a point.
   Ob-liv'-i-on, forgetfulness.

## THE CORAL INSECT.

REMARK.—Pause wherever the sense or the *measure* requires it.

IN the following words in this lesson, give the *r* distinctly its rough

or rolling sound. (See McGuffey's Eclectic Spelling-book, page 10). *Train, treacherous, crested, race, fabric, secret, frisk, green, ring, cradle, frowned, graves, tribes, pride.*

1. Toil on! toil on! ye ephemeral train,
Who build in the tossing and treacherous main;
Toil on! for the wisdom of men ye mock,
With your sand-based structures and domes of rock;
Your columns the fathomless fountains lave,
And your arches spring up to the crested wave;
Ye're a puny race, thus to boldly rear
A fabric so vast, in a realm so drear.

2. Ye bind the deep with your secret zone,
The ocean is sealed, and the surge a stone;
Fresh wreaths from the coral pavement spring,
Like the terraced pride of Assyria's king;
The turf looks green where the breakers rolled;
O'er the whirlpool ripens the ring of gold;
The sea-snatched isle is the home of men,
And mountains exult where the wave hath been.

3. But why do ye plant 'neath the billow dark
The wrecking reef for the gallant bark?
There are snares enough on the tented field,
'Mid the blossoming sweets that the valleys yield;
There are serpents to coil, ere the flowers are up:
There's a poison drop in man's purest cup;
There are foes that watch for his cradle breath,
And why need ye sow the floods with death?

4. With moldering bones the deeps are white,
From the ice-clad pole to the tropics bright,
The mermaid hath twisted her fingers cold,
With the mesh of the sea-boy's curls of gold,
And the gods of the ocean have frowned to see
The mariner's bed in their halls of glee;
Hath earth no graves, that ye thus must spread
The boundless sea with the thronging dead?

5. Ye build, ye build, but ye enter not in,
Like the tribes of the desert devoured in their sin;
From the land of promise ye fade and die,
Ere its verdure gleams forth on your weary eye;

As the kings of the cloud-crowned pyramid,
Their noteless bones in oblivion hid,
Ye slumber unmarked 'mid the desolate main,
While the wonder and pride of your works remain.

MRS. SIGOURNEY.

QUESTIONS.—What mark is that after "toil on," in the 3d line of the 1st stanza? What does it indicate? What mark is that between "sand" and "based," in the 4th line? For what purpose is it used? What point is that in the 1st line of the 3d stanza? What does it indicate in the connection in which it is used? For what purpose is the apostrophe used? What word can you substitute for "ephemeral," in the first line?

## LESSON LVII.

1. Brill'-iant, sparkling, shining.
2. Di-ver'-si-fied, made various.
   Pe-cu'-liar, especially belonging to.
4. Nat'-u-ral-ist, one who is acquainted with natural history, or the objects which exist in nature, such as animals, plants, &c.
   Spec'-i-men, a sample.
5. Baf'-fled, defeated, escaped from.
   Fa-tigue', weariness.
7. Con-ject'-ur-ed, guessed.
8. Car'-bine, a short gun.
   Trans-port'-ed, filled with delight.
   Ro-mance', a story without truth.

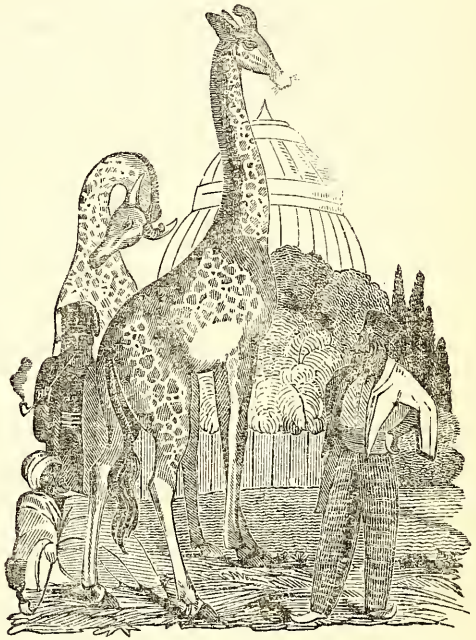
### THE GIRAFFE, OR CAMELOPARD.

REMARK.—The words enclosed in a parenthesis should be read in a softer and lower tone than the other parts of the sentence.

UTTER each sound distinctly.—Nat-u-ral-ist, not *nat'ral-ist:* while, not *wile:* spec-i-men, not *spec'men:* con-ject-ure, not *con-jec-ter:* vic-to-ry, not *vic-t'ry:* his-to-ry, not *his-t'ry:* es-tab-lish, not *'stab-lish.*

1. THE Giraffe is a native of Africa. It is of singular shape and size, and bears some resemblance, both to the camel and the deer. The mouth is small; the eyes are full and brilliant; the tongue is rough, very long, and terminating in a point. The neck is extremely long and slender, and from the shoulder to the top of the head, it measures between seven and eight feet; from the ground to the top of the shoulder, is commonly ten or eleven feet; so that the hight of a full grown Giraffe is seventeen or eighteen feet.

2. The hair is of a deep brown color in the male, and of a light, or yellowish brown in the female. The skin is beautifully diversified with white spots. They have short, obtuse horns, and hoofs resembling those of the ox. In their wild state, they feed on the leaves of a species of the mimosa, a gum-bearing tree, peculiar to warm climates.



3. The Giraffe, (like the horse, and other hoofed animals,) defends itself by kicking; and its hinder limbs are so light, and its blows so rapid, that the eye can not follow them. They are sufficient for its defense against the lion. It never employs its horns in resisting the attack of an enemy. Its disposition is gentle, and it flees to its native forest upon the least alarm.

4. Le Vaillant, the celebrated French traveler and naturalist, was the first who gave us any precise account of the form and habits of the Giraffe. While he was traveling in South Africa, he happened one day to discover a hut, covered with the skin of one of those animals; and learned, to his surprise, that he

was now in a part of the country which the creature inhabited. He could not rest contented until he had seen the animal alive, and secured a specimen.

5. Having, on several successive days, obtained sight of some of them, he, with his attendants, on horseback, and accompanied with dogs, gave chase; but they baffled all pursuit. After a chase of a whole day, which effected nothing but the fatigue of the party, he began to despair of success.

6. "The next day," says he, "by sunrise, I was in pursuit of game, in the hope of obtaining some provisions for my men. After several hours' fatigue, we descried, at the turn of a hill, seven Giraffes, which my pack of dogs instantly pursued. Six of them went off together; but the seventh, cut off by my dogs, took another way.

7. "I followed the single one at full speed, but in spite of the efforts of my horse, she got so much ahead of me, that, in turning a little hill, I lost sight of her altogether, and I gave up the pursuit. My dogs, however, were not so easily exhausted. They were soon so close upon her, that she was obliged to stop and defend herself. From the noise they made, I conjectured that they had got the animal into a corner, and I again pushed forward.

8. "I had scarcely got round the hill, when I perceived her surrounded by the dogs, and endeavoring to drive them away by heavy kicks. In a moment, I was on my feet, and a shot from my carbine brought her to the earth. . . . . I was transported with my victory. I was now able to add to the riches of natural history; I was now able to destroy the romance which attached to this animal, and to establish the truth of its existence."

ANONYMOUS.

---

QUESTIONS.—Of what country is the Giraffe a native? To what hight does it attain when full grown? On what does it live? How does it defend itself?

In the 5th paragraph, which are the participles? How is *fatigue* governed? Which are the adjectives? Which are the nouns? What kind of words do we call nouns? What is a proper noun?

Which is the affix in *turning?* (page 101.) What is the rule for *doubling* the last letter in adding an affix? (pages 101, 144.) See McGuffey's Eclectic Spelling-book.

### ARTICULATION.

Ngz, ngd. Clangs, clang'd: twangs, twang'd: rings, ring'd.
Nj, njd. Hinge, hing'd: cringe, cring'd: plunge, plung'd.

## LESSON LVIII.

1. Skep'-tics, persons who doubt, or disbelieve religious truth.
2. Writhe, to be in torture.
   De-base'-ment, the being sunk or degraded.
   Un-per-vert'-ed, not turned to a wrong use.
3. Un-sul'-li-ed, not stained.
   Wells, issues forth as water does from the ground.
   Lave, wash, bathe.
   Dis-solv'-ing, melting.

### CONSOLATION OF RELIGION TO THE POOR.

REMARK.—This lesson requires great care, and must be read in a natural, but solemn manner.

PRONOUNCE correctly.—Wid-ow, not *wid-der:* vol-ume, not *vol-lum:* pal-ate, not *pal-it:* pil-low, not *pil-ler.*

1. THERE is a mourner, and her heart is broken;
She is a widow; she is old and poor;
Her only hope is in the sacred token
Of peaceful happiness when life is o'er;
She asks not wealth, nor pleasure, begs no more
Than Heaven's delightful volume, and the sight
Of her Redeemer. Skeptics! would you pour
Your blasting vials on her head, and blight
Sharon's sweet rose, that blooms and charms her being's night?

2. She lives in her affections; for the grave
Has closed upon her husband, children; all
Her hopes are with the arms she trusts will save
Her treasured jewels; though her views are small,
Though she has never mounted high to fall
And writhe in her debasement, yet the spring
Of her meek, tender feelings, can not pall

Upon her unperverted palate, but will bring
A joy without regret, a bliss that has no sting.

3. Even as a fountain, whose unsullied wave
Wells in the pathless valley, flowing o'er
With silent waters, kissing, as they lave
The pebbles with light rippling, and the shore
Of matted grass and flowers; so softly pour
The breathings of her bosom, when she prays,
Low-bowed, before her Maker; then, no more
She muses on the griefs of former days:
Her full heart melts and flows in Heaven's dissolving rays.

4. And faith can see a new world, and the eyes
Of saints look pity on her. Death will come:
A few short moments over, and the prize
Of peace eternal waits her, and the tomb
Becomes her fondest pillow: all its gloom
Is scattered. What a meeting there will be
To her and all she loved while here! and the bloom
Of new life from those cheeks shall never flee.
There is the health which lasts through all eternity.

PERCIVAL.

---

QUESTIONS. — Should there be a pause at the end of every line in poetry? Should the voice rise or fall at the word "night," at the end of the first stanza?

---

## TO TEACHERS.

THE TEACHER, in drilling a class to observe the pauses, will find it useful to permit the first pupil to read to the first pause in a sentence, the next to follow him to the second pause, and the third to the next, &c. In doing this, it is necessary that each in his turn should promptly take up his clause at the right moment, so that the whole may sound as if read by one person. This method of reading will be rather difficult at first, but will call forth interest and close attention, and will secure a proper notice of the pauses, one of the most difficult things to accomplish in reading.

# LESSON LIX.

4. Un-oc'-cu-pi-ed, not employed or taken up.
In-ex-haust'-i-ble, unfailing.
5. Con-sid-er-a'-tion, serious thought, reflection.
6. Pre-serv'-a-tive, that which keeps from injury.
Re-spons-i-bil'-i-ty, the state of being liable to answer or account for.
7. Cul-ti-va'-tion, improvement by study.
8. Con'-gress, the legislature of the United States.
Math-e-ma-ti'-cians, those versed in mathematics.
9. Scep'-ter, the emblem of kingly power.
12. E-lec'-tion, a choosing.
15. Pro-gres'-sion, a moving forward.
Ap-prox-i-ma'-tion, a near approach.

## VALUE OF TIME AND KNOWLEDGE.

PRONOUNCE correctly.—Val-ue, not *val-ew:* prod-i-gal, not *prod-i-gul:* oc-cu-py-ing, not *oc-ky-py-ing:* gath-er, not *geth-er:* as-tron-o-mers, not *as-tron-i-muz.*

SOUND the unaccented *a* properly in words like *prodigal, pleasant, importance, mental, capable,* &c. See Exercise on A, page 16.

1. LET me call your attention to the importance of improving your time. The infinite value of time is not realized. It is the most precious thing in all the world; "the only thing of which it is a virtue to be covetous, and yet the only thing of which all men are prodigal."

2. In the first place, then, reading is a most interesting and pleasant method of occupying your leisure hours. All young people have, or may have, time enough to read. The difficulty is, they are not careful to improve it.

3. Their hours of leisure are either idled away, or talked away, or spent in some other way equally vain and useless; and then they complain, that they have no time for the cultivation of their minds and hearts.

4. Time is so precious, that there is never but one moment in the world at once, and that is always taken away, before another is given. Only take care to gather up the fragments of time, and you will never want leisure for the reading of useful books. And in what way can you spend your unoccupied hours more pleasantly, than in holding converse with the wise, and the good, through the medium of their writings?

To a mind not altogether devoid of curiosity, books form an inexhaustible source of enjoyment.

5. It is a consideration of no small weight, that reading furnishes materials for interesting and useful conversation. Those who are ignorant of books, must of course have their thoughts confined to very narrow limits. What occurs in their immediate neighborhood, the state of the market, the idle report, the tale of scandal, the foolish story, these make up the circle of their knowledge, and furnish the topics of their conversation. They have nothing to *say* of importance, because they *know* nothing of importance.

6. A taste for useful reading is an effectual preservative from vice. Next to the fear of God, implanted in the heart, nothing is a better safeguard to character, than the love of good books. They are the handmaids of virtue and religion. They quicken our sense of duty, unfold our responsibilities, strengthen our principles, confirm our habits, inspire in us the love of what is right and useful, and teach us to look with disgust upon what is low, and groveling, and vicious.

7. The high value of mental cultivation, is another weighty motive for giving attendance to reading. What is it that mainly distinguishes a man from a brute? Knowledge. What makes the vast difference there is, between savage and civilized nations? Knowledge. What forms the principal difference between men, as they appear in the same society? Knowledge.

8. What raised Franklin from the humble station of a printer's boy, to the first honors of his country? Knowledge. What took Sherman from his shoemaker's bench, gave him a seat in Congress, and there made his voice to be heard among the wisest and best of his compeers? Knowledge. What raised Simpson from the weaver's loom, to a place among the first of mathematicians; and Herschel, from being a poor fifer's boy in the army, to a station among the first of astronomers? Knowledge.

9. Knowledge is power. It is the philosopher's stone, the true alchemy, that turns every thing it touches into gold. It is the scepter, that gives us our dominion over nature; the key, that unlocks the storehouse of creation, and opens to us the treasures of the universe.

10. The circumstances in which you are placed, as the

members of a free and intelligent community, demand of you a careful improvement of the means of knowledge you enjoy. You live in an age of great mental excitement. The public mind is awake, and society in general is fast rising in the scale of improvement. At the same time, the means of knowledge are most abundant.

11. The road to wealth, to honor, to usefulness, and happiness, is open to all, and all who will, may enter upon it with the almost certain prospect of success. In this free community, there are no privileged orders. Every man finds his level. If he has talents, he will be known and estimated, and rise in the respect and confidence of society.

12. Added to this, every man is here a freeman. He has a voice in the election of rulers, in making and executing the laws, and may be called to fill important places of honor and trust, in the community of which he is a member. What then is the duty of persons in these circumstances? Are they not called to cultivate their minds, to improve their talents, and to acquire the knowledge which is necessary to enable them to act, with honor and usefulness, the part assigned them on the stage of life?

13. A diligent use of the means of knowledge, accords well with your nature as rational and immortal beings. God has given you minds which are capable of indefinite improvement; he has placed you in circumstances peculiarly favorable for making such improvement; and, to inspire you with diligence in mounting up the shining course before you, he points you to the prospect of an endless existence beyond the grave.

14. If you, who possess these powers, were destined, after spending a few days on earth, to fall into non-existence; if there were nothing in you which death can not destroy, nor the grave cover, there would indeed be but little inducement to cultivate your minds. "For who would take pains to trim a taper, which shines but for a moment, and can never be lighted again?"

15. But if you have minds which are capable of endless progression in knowledge, of endless approximation to the supreme intelligence; if, in the midst of unremitting success, objects of new interest will be forever opening before you; O what prospects are presented to the view of man! what

strong inducements to cultivate his mind and heart, and to enter upon that course of improvement here, which is to run on, brightening in glory and in bliss, ages without end!

HAWES.

QUESTIONS.—What is the subject of this lesson? What is a pleasant method of occupying our leisure hours? For what does reading furnish materials? From what does it preserve us? If a man has knowledge, what may he hope for? What peculiar reasons are there why American children should cultivate their minds?

In the last sentence, what interjection is there? What is an interjection? What does the word mean? Will you name four interjections? Why are they so called? See Pinneo's Primary Grammar.

## ARTICULATION.

| | | | | |
|---|---|---|---|---|
| Pl, plz, pld. | Crippl', | crippl's, | crippl'd: | tippl', &c. |
| Ps, pst. | Sips, | sipst: | steeps, | steepst. |
| Pt, pts. | Accept, | accepts: | precept, | precepts. |

## LESSON LX.

1. Knell, the sound of a bell rung at a funeral.
7. Sculpt'-ur-ed, carved, engraved.
Mon'-u-ment, something which preserves the memory of a person.
8. Pomp'-ous, splendid.
10. Grap'-ple, to grasp, to lay hold on.
13. Ad'-a-mant, a very hard stone.
18. Ech'-o, sound returned.
27. Con'-verse, conversation.
28. Un-fet'-ter-ed, not bound.
32. Lin'-ger-ing, delaying.

### THE KNELL OF TIME.

REMARK.—This lesson is blank verse, which is the most difficult of all kinds of composition to read well. It must not be read as if it

were mere prose, for it has a measure; neither must it be read as other poetry, for its measure is not so regular and fixed. The reader, who is learning, should perhaps, at first, attempt nothing more than a simple and clear expression of the sense.

ARTICULATE distinctly.—Old, not *ole:* some-thing, not *some-thin:* crept, not *crep:* slum-ber-ing, not *slum-b'rin:* lin-ger-ing, not *lin-g'rin.*

1. Heard you that knell? It was the knell of Time!
And is Time dead? I thought Time never died.
I knew him old, 'tis true, and full of years,
And bald, except in front; but he was strong
5. As Hercules: I saw him grasp the oak,
It fell; the tower, it crumbled; and the stone,
The sculptured monument, that marked the grave
Of fallen greatness, ceased its pompous strain,
As Time came by. Yes, Time was very strong,
10. And I had thought, too strong for Death to grapple with.
But I remember now, his *step* was light;
And though he moved at rapid rate, and trod
On adamant, his tread was never heard!
And there was something frightful in the thought,
15. That in the silence of the midnight hour,
When all was hushed as death, and not a sound
Crept o'er my window's sill, or woke
The echo slumbering there; in such an hour
He trod my chamber, and I heard him not;
20. And I have held my breath and listened close,
To catch one foot-fall as he glided by;
But not a slumbering sound awoke, or sighed,
And the thought struck me then, that one, whose step
Was so much like a spirit's tread, whose acts
25. Were all so noiseless, like the world unseen,
Would soon be fit for other worlds than this;
Fit for high converse with immortal minds,
Unfettered by the flesh, unchained to earth.
Time's movements! oh how fleet! and yet, how still!
30. Still, as the morning sunbeam, as it kissed
The blushing flower, but shook not e'en the tears
Of night, the lingering dew-drops, from its leaves,
Nor woke the wild bee slumbering in its folds.

ANONYMOUS.

---

QUESTIONS.—What kind of poetry is this? How must it be read? Where should you pause? What two notes are those in the

first line? What do you understand by the word "anonymous?" What word can you put in the place of "grapple?"

In the last line, which are the two nouns? Will you spell each of them in the possessive case, singular number? In the possessive case, plural number? What does the possessive case denote?

## LESSON LXI.

LETTER I.

1. Op-por-tu'-ni-ty, convenient means.
2. Fa'-vor-ite, any thing particularly loved.
5. Cab'-i-net, a place where choice or curious things are laid up.

LETTER II.

1. Con-vey'-ed, imparted, communicated.
3. Id'-i-ot, a natural fool.
5. De-ci'-ded, determined.
   Con-ge'-ni-al, adapted.

### CONSEQUENCES OF BAD SPELLING.

LET the pupil find the errors in this lesson.

LETTER I.—MISS EMMA WALFORD, TO HER AUNT.

1. MY DEAR AUNT:—I take the opportunity of sending a letter by Mr. Green, to let you see whether I am improved in my writing, as I wrote you about this time last year; and to tell you that I hope you will come to see us soon, as I have so many things to shew you. I have been to see a real play since I saw you; I never laughed so much in all my life; it was so curious to see so many people all in tears one above another!

2. Mr. Bedford comes to see us very often; you know what a droll man he is; he has got a new tail; I am sure you would laugh at it. As the weather is so fine, mamma allows me to have a great deal of thyme in my garden, which, you know, is very nice. You will be sorry to hear that the old ewe is dead, as it was a great favorite of yours; and all our furs have been destroyed by lightning.

3. William's paths are all spoiled again; but he has such a bad gait; it always will be so till he can mend it. It is so long since we have seen our cousins, that we are afraid they

are ill; papa means to send George, to-morrow, to sea. It is so warm, that I am writing out of doors, close by the beach, with a large plain before me; George has just got a nice plaice, as well as myself; I am very bizzy making nets, as we are going to have a sail to-morrow; I wish you were here.

4. It is my birth-day; papa has brought me down a beau, he says I am now quite old enough to have a beau, as I can be trusted; and I am to have my hair dressed to-day. I have had several presents, and one is the nicest little deer in the world; I long to buy a fine cage for it.

5. I am very much obliged to you for the globes you were kind enough to promise me. William gave me a small pair, to-day; he has been learning to shoot with a gun, and he was near laming himself for life, for he stuffed his toe in so tight, he could not get it out, and papa was afraid the gun would burst. George rowed over to uncle John's yesterday, and he gave him two new oars to bring home, which he gave me for a birth-day present, and I have put them into my little cedar-wood box, in my Indian cabinet.

6. I have found such a pretty vale lately, on the road between this and St. Albans. I long to shew it to you; it is exactly like a French vale.

I think I have told you all the news.

From your affectionate Niece,

EMMA WALFORD.

P. S. Mamma desires me to say, that although she has not seen my letter, she told me how to spell all the long, hard words. I must leave off; what a trouble these aunts are, I can not get rid of them.

---

LETTER II.—MRS. WILSON TO HER NIECE.

1. MY DEAR NIECE:—Your letter surprised me exceedingly, as it conveyed much information for which I was not in the least prepared. Your being at the *sea-side*, will deter me from visiting your mamma at present, as I am not able to take so long a journey; and as you are anxious to "*get rid of your aunts*," (which I really believe you had no intention of writing down in your letter,) I will not "*trouble*" you with my company; but will visit your mamma when *you* are from home.

2. I do not imagine I should like your garden very much, as I think that *thyme* is very fit for a kitchen garden. I do not remember that I ever admired your old *ewe*, I used to prefer your little lambs; and I never knew before that lightning injured *furs*, I thought that moths were their only enemies. I can not agree with your papa, that you require a *beau;* surely your kind brothers, who are older than yourself, can walk out with you, and take care of you.

3. I can not guess why William should stuff his *toe* into the barrel of his gun, 'tis more like the act of an idiot than of a sensible boy like him; but I am still more puzzled to know how George could *row* all the way to his uncle's, as there is no water within some miles of Otley Park; nor how you can get a pair of *oars* into your little India cabinet.

4. I shall be glad to see the pretty valley you have discovered, but as you have never been in France, how do you know it is like a French *vale?* If the Mr. Bedford you mention is my friend, I should certainly laugh at his folly in wearing a pig-tail, as he is only five-and-twenty years of age.

5. I am truly sorry your father has decided on sending George to *sea*, as his original plan, of sending him to study for the Church, seemed so congenial to his mind and character. I am surprised that your mamma should think it right to have your *hair* dressed, as your own natural curls are far better than curls made with hot irons. I think that the little *deer* that has been given you, would be much happier in your uncle's park than in a cage; it will look like a wild beast at Exeter 'Change.

6. William must be very clumsy, to walk in such a manner as to destroy his own garden walks. I do not approve of visiting theaters. If the play you saw was so affecting as to excite every one to *tears*, you must have appeared very silly to be laughing all the time. Was not your seat on the *beach* very hot for want of shade? I can not conceive how you could attempt to write a letter, and catch fish at the same time!

7. I should enjoy a *sail* very much with you, if I were not considered *troublesome*. I hope the boys will catch plenty of fish in your nets. As William has given you a *pair* of globes, I have just sent off those I intended for you to your cousin Caroline, who, I am sure, will be very glad of them, as she has not even a *small pair*.

8. Give my love to your good papa and mamma, and the boys, and believe me,

Your *sincere* friend,

ELIZABETH WILSON.

---

ARTICULATION.

| | | | | | | |
|---|---|---|---|---|---|---|
| Rd, | rdz, | rdst. | Gird[3], | girds[3], | girdst[3]: | ward[4], wards[4], &c. |
| Rk, | rks, | rkst. | Jerk[3], | jerks[3], | jerkst[3]: | park[3], parks[3], &c. |
| Rkd, | | rkdst. | Jerk'd[3], | jerk'dst[3]: | | park'd[3], park'dst[3]. |

---

## LESSON LXII.

1. Re-ceipt', the act of receiving.
2. Un-in-tel'-li-gi-ble, that can not be understood.
   Ex-cess'-ive-ly, very much.
   Quiz'-zed, run upon, ridiculed.
3. Am-bi'-tious, desiring distinction.
4. Dil'-i-gent, attentive, industrious.
5. Cu-ri-os'-i-ties, uncommon or remarkable articles.
8. As-ton'-ish-ed, very much surprised.

### BAD SPELLING.—CONTINUED.

PRONOUNCE correctly.—Ig-no-rance, not *ig-ner-unce:* un-mer-ci-ful-ly, not *un-mus-ci-ful-ly:* nat-u-ral-ly, not *nat-ter-ral-ly:* un-fort-u-nate, not *un-for-ter-nit.*

LETTER III.—MRS. WALFORD TO MRS. WILSON.

*The Glebe: St. Albans.*

1. EMMA has been in despair, my dear sister, ever since the receipt of your letter; she begs me, as soon as possible, to clear up the mistakes which, in her extreme ignorance, she has committed. In the first place, she is very anxious that I should tell you how much she loves all her *aunts*, and you the most of all.

2. Had you not returned Emma's letter, your answer would have been quite unintelligible; the boys have been excessively amused, and have, to use their own expression, "quizzed her most unmercifully;" but, at the least hint from me, I know they will desist.

3. Naturally ambitious, and a little vain, Emma has always considered English spelling as a disagreeable task; there was no praise, no honor, no glory, in spelling well; it was a matter of course, and though it was a disgrace to spell ill, it was no merit to spell well.

4. She now feels the importance of it; and, as soon as I see that she is diligent in learning the "long, dull column of spelling," the subject of the unfortunate letter shall be dropped.

5. She begs me to tell you, that when the weather is fine, I allow her a great portion of *time* to work in her garden; that your favorite *yew*-tree is dead; and that our *firs* were destroyed in the last storm; that her papa brought her down a *bow* and arrows; that William stuffed too much *tow* into his gun; that he *rode* over to Otley Park on his poney, and brought back two pretty specimens of copper *ore*, which he kindly gave to her to put among her curiosities.

6. She found a *vail* in the road the other day, which on comparing with mine, she pronounces to be a French *vail*. Mr. Bedford's new *tale* is one he translated from the Italian, in which a man is persuaded that he is another person; it is really a very comic story.

7. George went to *see* his cousins; their absence was occasioned by their having some friends staying with them. Philip Ainsworth sent us a *hare;* as it was near Emma's birth-day, he begged it might be a present to her; Emma's "little *deer*" is a canary; all her pets are *dear* in her eyes; she thought she had a nice *place* under the *beech* on a bank, but as she was troubled with the *ants*, she was obliged to leave it; she has been making nets to cover pictures for a *sale* in the neighborhood, for some charity.

8. Her loss of the globes is a great disappointment; her present from William was a little ivory *pear*, containing seven others, and in the last a small set of tea-things; an ingenious toy. She was much entertained at the theater, and was astonished at the *tiers* of heads in the pit and boxes, as she had never before seen so many people assembled.

9. Now you find that we are at home, I hope you will not delay coming, to give Emma the kiss of reconciliation, and the pleasure of your company to

Your affectionate Sister,

EMILY WALFORD.

P. S. A partial mother finds excuses for her children, when

no other person can; but although Emma was eight years old on Thursday, you know how much her delicate health has interfered with her studies.

LONDON GIFT.

QUESTIONS.—Why did Emma's mother write to Mrs. Wilson? How had Emma's letter affected the boys? What had Emma regarded as disagreeble? Should you not think it better to learn to spell, than to be laughed at for blunders? What did Emma do, to correct her fault? Can you expect to become good scholars, unless you are diligent in your studies.

## LESSON LXIII.

1. Fruit'-ful-ness, abundance.
2. Slug'-gard, a lazy person.
3. Pro-lif'-ic, fruitful.
4. Vine'-yard, a plantation of grape vines.
5. Toils, labor.
6. En-cum'-ber-ed, loaded.
7. Pos-sess'-ing, having.
8. Trans-plant'-ed, removed and planted in another place.

### THE IMPORTANCE OF WELL-SPENT YOUTH.

ARTICULATE distinctly.—Sup-port, not *s'port:* hap-pi-ness, not *hap'ness:* nat-u-ral-ly, not *nat'r'ly:* in-dus-tri-ous, not *in-dus-t'rous:* for-ev-er, not *f'r-ev-er.* See Exercise IV., pages 16 to 19.

1. As the beauty of summer, the fruitfulness of autumn, and the support of winter, depend upon spring; so the happiness, wisdom, and piety of middle life and old age, depend upon youth. Youth is the seed-time of life.

2. If the farmer does not plow his land, and commit the precious seed to the ground in spring, it will be too late afterward; so if we, while young, neglect to cultivate our hearts and minds, by not sowing the seeds of knowledge and virtue, our future lives will be ignorant, vicious, and wretched. "The sluggard will not plow by reason of the cold; he, therefore, shall beg in harvest, and have nothing."

3. The soil of the human heart is naturally barren of every thing good, though prolific of evil. If corn, flowers, or trees, be not planted, and carefully cultivated, nettles and brambles

will spring up; and the mind, if not cultivated, and stored with useful knowledge, will become a barren desert, or a thorny wilderness.

4. "I went by the field of the slothful, and by the vineyard of the man void of understanding, and lo! it was all grown over with thorns, and nettles had covered the face thereof, and the stone wall thereof was broken down." When our first parents had sinned, the ground was cursed for their sake, and God said, "Thorns, also, and thistles shall it bring forth;" but this curse is turned into a blessing by the diligent and industrious, who are never happy when unemployed, who delight in labor and exertion, and receive an ample reward for all their toils.

5. As the spring is the most important part of the year, so is youth the most important period of life. Surely, God has a claim to our first and principal attention, and religion demands the morning of our days, and the first season, the spring of our lives: before we are encumbered by cares, distressed by afflictions, or engaged in business, it becomes us to resign our souls to God.

6. Perhaps you may live for many years; then you will be happy in possessing knowledge and piety, and be enabled to do good to others; but if, just as youth is showing its buds and blossoms, the flower should be snapped from its stalk by the rude hand of death, O how important that it should be transplanted from earth, to flourish forever at the foot of the tree of life, and beside the waters of the river of life in heaven.

Y. Mag.

---

Questions.—What depends upon spring? What is the seed-time of life? If we neglect to cultivate our hearts and minds in youth, what will our future lives be? Who has the first claim upon our time and affections? If you should live long, what benefit will you derive from piety and knowledge, secured in early life? If you should die young, what advantage will you receive from them? What word can you substitute for "encumbered?"

In the third paragraph, which are the adverbs? What does each qualify? What does the word *adverb* mean? How are adverbs compared? See Pinneo's Primary Grammar, or Pinneo's Analytical Grammar, page 104.

Spell and Define.—4. Understanding, nettles, industrious: 5. important: 6. flourish, blossoms.

ARTICULATION.

Rl, rlz, rlst. Snarl, snarls, snarlst: twirl, twirls, &c.

Rld, rldst. Snarl'd, snarl'dst: twirl'd, twirl'dst: furl'd, &c.

## LESSON LXIV.

1. In'-fan-cy, the first part of life.
   Cat'-a-ract, a great fall of water.
2. Treas'-ure, something very much valued.
   O-ver-flow'-ing, running over.
   Ex'-quis-ite, very sensibly felt.
3. Pois'-ed, balanced.
   Gob'-let, a kind of cup or drinking vessel.
   Nec'-tar, the drink of the gods.
   In-tru'-sive-ly, without right or welcome.
   Re-verts', returns.

### THE MOSS-COVERED BUCKET.

SOUND each letter clearly. — Child-hood, not *chile-hood:* fond, not *fon:* wild-wood, not *wile-wood:* pond, not *pon:* bound, not *boun:* cover'd, not *cov-ud.*

1. How dear to my heart are the scenes of my childhood,
   When fond recollection presents them to view!
   The orchard, the meadow, the deep tangled wildwood,
   And every loved spot which my infancy knew;
   The wide spreading pond, and the mill that stood by it;
   The bridge and the rock where the cataract fell;
   The cot of my father, the dairy-house nigh it,
   And even the rude bucket which hung in the well!
   The old oaken bucket, the iron-bound bucket,
   The moss-covered bucket which hung in the well.

2. That moss-covered vessel I hail as a treasure;
   For often, at noon, when returned from the field,
   I found it the source of an exquisite pleasure,
   The purest and sweetest that nature can yield.
   How ardent I seized it, with hands that were glowing,
   And quick to the white pebbled bottom it fell;
   Then soon, with the emblem of truth overflowing,
   And dripping with coolness, it rose from the well:

The old oaken bucket, the iron-bound bucket,
The moss-covered bucket arose from the well.

3. How sweet from the green mossy brim to receive it,
As poised on the curb, it inclined to my lips!
Not a full blushing goblet could tempt me to leave it,
Though filled with the nectar which Jupiter sips.
And now, far removed from thy loved situation,
The tear of regret will intrusively swell,
As fancy reverts to my father's plantation,
And sighs for the bucket which hangs in the well;
The old oaken-bucket, the iron-bound bucket,
The moss-covered bucket, which hangs in the well.

WOODWORTH.

## LESSON LXV.

Met-a-phys'-ics, the science of the principles and causes of all things existing.
Par-ti'-tion, division.
Ab'-stract, separate from.
Apt'-i-tude, fitness.
Es-sen'-tial, necessary.
Ac-ci-dent'-al, not essential.
Con'-tents, the substance contained.

### METAPHYSICS.

PRONOUNCE correctly. — Sep-a-rate, not *sep-er-ate:* sev-er-al, not *sev'-rul:* be-cause, not *be-coz:* dif-fer-ence, not *dif-f'rence:* ap-ti-tude, (*u* as *yu,*) not *ap-ti-tshude,* nor *ap-ti-tood.*

*Professor.* WHAT is a salt-box?
*Student.* It is a box made to contain salt.
*Prof.* How is it divided?
*Stud.* Into a salt-box, and a box of salt.
*Prof.* Very well; show the distinction.
*Stud.* A salt-box may be where there is no salt, but salt is absolutely necessary to the existence of a box of salt.
*Prof.* Are not salt-boxes otherwise divided?
*Stud.* Yes, by a partition.
*Prof.* What is the use of this division?
*Stud.* To separate the coarse salt from the fine.
*Prof.* How? think a little.
*Stud.* To separate the fine salt from the coarse.

*Prof.* To be sure; to separate the fine from the coarse; but are not salt-boxes otherwise distinguished?

*Stud.* Yes, into possible, positive, and probable.

*Prof.* Define these several kinds of salt-boxes.

*Stud.* A possible salt-box, is a salt-box yet unsold in the joiner's hands.

*Prof.* Why so?

*Stud.* Because it hath not yet become a salt-box, having never had any salt in it; and it may probably be applied to some other use.

*Prof.* Very true; for a salt-box which never had, hath not now, and perhaps never may have any salt in it, can only be termed a possible salt-box. What is a probable salt-box?

*Stud.* It is a salt-box in the hand of one going to a shop to buy salt, and who hath two cents in his pocket to pay the shop-keeper; and a positive salt-box is one which hath actually and *bona fide* got salt in it.

*Prof.* Very good; what other division of salt-boxes do you recollect?

*Stud.* They are divided into substantive and pendent. A substantive salt-box is that which stands by itself on the table or dresser, and the pendent salt-box is that which hangs by a nail against the wall.

*Prof.* What is the idea of a salt-box?

*Stud.* It is that image which the mind conceives of a salt-box when no salt is present.

*Prof.* What is the abstract idea of a salt-box?

*Stud.* It is the idea of a salt-box abstracted from a box of salt, or a salt-box.

*Prof.* Very right; by this means you acquire a most perfect knowledge of a salt-box; but tell me, is the idea of a salt-box a salt idea?

*Stud.* Not unless the ideal box hath the idea of salt contained in it.

*Prof.* True; and therefore an abstract idea can not be either salt or fresh, round or square, long or short; and this shows the difference between a salt idea, and an idea of salt. Is an aptitude to hold salt an essential or an accidental property of a salt-box?

*Stud.* It is an essential, but if there should be a crack in the bottom of the box, the aptitude to spill salt would be termed an accidental property of that salt-box.

*Prof.* Very well, very well indeed. What is the salt called with respect to the box?

*Stud.* It is called its contents.

*Prof.* And why so?

*Stud.* Because the cook is content to find plenty of salt in the box.

*Prof.* You are very right. ANONYMOUS.

---

QUESTIONS.—What do you understand by metaphysics? Is it not a useful science when properly employed? When does it become ridiculous? What is the design of the preceding dialogue?

---

## ARTICULATION.

| | | | | |
|---|---|---|---|---|
| Rm, rmz, rmst. | Swarm,[4] | swarms,[4] | swarmst:[4] | arm, &c.[3] |
| Rmd, rmdst. | Swarm'd,[4] | swarm'dst:[4] | arm'd,[3] | arm'dst, &c.[3] |
| Rn, rnz, rnst. | Learn,[3] | learns,[3] | learnst:[3] | earn, &c.[3] |
| Rnd, rndst. | Learn'd,[3] | learn'dst:[3] | earn'd,[3] | earn'dst.[3] |

---

# LESSON LXVI.

4. Ar-raign'-ed, charged with fault.
   Es-tab'-lish-ed, fixed, founded.
5. Mur'-mur-ed, complained, grumbled.
   Blas'-phe-mous, impiously irreverent to God.
6. Mon'-strous, very much deformed, out of shape.
8. In-ex'-o-ra-ble, unyielding.
12. Gro'-ping, feeling one's way in the dark.
14. Swelt'-er-ing, fainting with heat.
    Trop'-ic-al, within the tropics where it is very hot.
    Clamp'-ing, stepping heavily and noisily.

---

## THE WORLD OF CHANCE.

REMARK.—Be careful always to read in such a way that you may be distinctly heard. This will depend more upon the distinctness with which you articulate the words, than upon the force and loudness of your voice.

PRONOUNCE correctly. — No-where, not *no-er:* fol-low'd, not *fol-lerd:* po-ta-toes, not *po-ta-ters:* al-ways, not *al-uz:* el-e-phants, not *el-e-phunce.*

1. AT the foot of a noble mountain in Asia, stood a beautiful cottage. Around it were walks, and shades, and fruits, such as were nowhere else to be found. The sun shone upon no spot more beautiful or luxuriant. It was the home of HAFED, the aged and prosperous. He reared the cottage; he adorned the spot; and here for more than four score years, he had lived and studied.

2. During all this time, the sun had never forgotten to visit him daily; the harvest had never failed, the pestilence had never destroyed, and the mountain stream had never dried up. The wife of his youth still lived to cheer him; and his son and daughter were such as were not to be found in all that province.

3. But who can insure earthly happiness? In one short week, Hafed was stripped of all his joys. His wife took cold, and a quick fever followed; and Hafed saw that she must die. His son and daughter both returned from the burial of their mother, fatigued and sick. The nurse gave them, as she thought, a simple medicine. In a few hours, it was found to be poison. Hafed saw that they *must* die; for the laws of nature are fixed, and poison kills.

4. He buried them in one wide, deep grave, and it seemed as if in that grave he buried his reason and religion. He tore his gray hair; he cursed the light of day, and wished the moon turned into blood. He arraigned the wisdom of God in his government over this world, declaring that the laws which he had established were all wrong, useless, and worse than none. He wished the world were governed by chance, or at least, that at his death he might go to a world where there was no God to fix unalterable laws.

5. In the center of Hafed's garden stood a beautiful palm-tree. Under this Hafed was sitting, the second evening after he had closed the grave over his children. Before him lay the beautiful country, and above him the glorious heavens, and the bright moon just pushing up her modest face. But Hafed looked upon all this, and grief swelled in his throat; his tongue murmured; his heart was full of blasphemous thoughts of God.

6. As the night deepened, Hafed, as he thought, fell asleep

with a heavy heart. When he supposed he awoke, it was in a new spot. All around him was new. As he stood wondering where he was, he saw a creature approach him, which appeared like a baboon, but on its coming nearer he saw that it was a creature somewhat resembling a man, but every way ill-shaped and monstrous.

7. He came up and walked around Hafed, as if he were a superior being, exclaiming, "beautiful, beautiful creature." "Shame, shame on thee!" said Hafed, "dost thou treat a stranger thus with insults? Leave off thy jests and tell me where I am, and how I came here!" "I do not know how you came here, but here you are, in our world, which we call *chance-world*, because every thing happens here by chance."

8. "Ah! is it so? This must be delightful! This is just the world for me. Oh! had I always lived here, my beautiful children would not have died under a foolish and inexorable law! Come, show me this world, for I long to see it. But have ye really no God, nor any one to make laws and govern you as he sees fit?"

9. "I don't know what you mean by God; we have nothing of that kind here; nothing but chance; but go with me, and you will understand all about it." As they proceeded, Hafed noticed that every thing looked queer and odd. Some of the grass was green, some red, some white, some new, and some dying; some grew with the top downward; all kinds were mingled together; and on the whole, the sight was very painful.

10. He stopped to examine an orchard; here chance had been at work. On a fine-looking apple-tree, he saw no fruit but large, coarse cucumbers. A small peach-tree was breaking down under its load of gourds. Some of the trees were growing with their tops downward, and the roots branching out into the air. Here and there were great holes dug, by which somebody had tried to get down twenty and thirty feet, in order to get the fruit.

11. The guide told Hafed that there was no certainty about these trees, and that you could never tell what fruit a tree would happen to bear. The tree which this year bears cucumbers, may bear potatoes next year, and perhaps you would have to dig twenty feet for every potato you obtained.

12. They soon met another of the "chance men." His legs were very unequal in length; one had no knee, and the

other, no ankle. His ears were set upon his shoulders, and around his head was a thick, black bandage. He came groping his way, and Hafed asked him how long since he had lost his sight.

13. "I have not lost it," said he, "but when I was born, my eyeballs happened to turn *in* instead of out, and the back parts being outward, are very painful in the light, and so I put on a covering. Yet I am as well off as others. My brother has one good eye on the top of his head, but it looks directly upward, and the sun almost puts it out."

14. They stopped to look at some "chance cattle" in a yard. Some had but three legs; some had the head on the wrong part of the body; some were covered with wool, under which they were sweltering in a climate always tropical. Some were half horse and half ox. Cows had young camels following them instead of calves. Young elephants were there with flocks of sheep; horses with claws like a lion, and geese clamping round the yard with hoofs like horses. It was all a work of chance.

15. "This," said the guide, "is a choice collection of cattle. You never saw the like before." "That is true, truth itself," cried Hafed. "Ah! but the owner has been at great pains and expense to collect them. I don't believe there is another such collection any where in all this 'chance world.'" "I hope not," said Hafed.

## LESSON LXVII.

1. Prem'-is-es, houses or land.
5. In-ex-press'-i-ble, that can not be uttered.
7. In-tense'-ly, to a high degree.
8. Nau'-se-a-ting, making sick.
9. Quail, to become dejected, to shrink.
14. Un-search'-a-ble, hidden, mysterious.

### THE WORLD OF CHANCE.—CONTINUED.

1. JUST as they were leaving the premises, the owner came out to admire, and show, and talk over his treasures. He wanted to gaze at Hafed; but his head happened to be near the ground, between his feet, so that he had to mount upon a

wall, before he could get a fair view of the stranger. "Don't think I am a happy man," said he, "in having so many and such perfect animals. Alas! even in this perfect and happy world, there are always drawbacks. That fine-looking cow yonder, happens to give nothing but warm water, instead of milk; and her calf, poor thing, died before it was a week old.

2. "Some of them are stone blind, some can not live in the light, and few of them can hear. No two of them eat the same food, and it is a great labor to take care of them. I sometimes feel as if I would almost as lief be a poor man." "I think I should rather," said Hafed.

3. While they were talking, in an instant, they were in midnight darkness. The sun was gone, and Hafed could not for some time see his guide. "What *has* happened?" said he. "Oh, nothing uncommon," said the guide. "The sun happened to go down now. There is no regular time for him to shine; but he goes and comes just as it happens, and leaves us suddenly, as you see."

4. "As I *don't* see," said Hafed; "but I hope he will come back at the *appointed* time, at any rate." "That, sir, will be just as it happens. Sometimes he is gone for months, and sometimes for weeks, and sometimes only for a few minutes. Just as it happens. We may not see him again for months, but perhaps he will come soon."

5. As the guide was proceeding, to the inexpressible joy of all, the sun at once broke out. The light was so sudden, that Hafed at first thought he must be struck with lightning, and actually put his hands to his eyes to see if they were safe. He then clapped his hands to his eyes, till he could gradually bear the light. There was a splendor about the sun which he had never before seen; and it was intolerably hot. The air seemed like a furnace.

6. "Ah," said the owner of the cattle, "we must now scorch for it. My poor wool ox must die at once! Bad luck, bad luck to us! The sun has come back nearer than he was before. But we hope he will happen to go away again soon, and then happen to come back further off the next time."

7. The sun was now pouring down his heat so intensely, that they were glad to go into the house for shelter; a miserable looking place indeed. Hafed could not but compare it with his own beautiful cottage. Some timbers were rotten; for the tree was not, as it happened, the same in all its parts.

Some of the boards happened to be like paper, and the nails tore out, and these were loose and coming off.

8. They invited Hafed to eat. On sitting down at the table, he noticed that each one had a different kind of food, and that no two could eat out of the same dish. He was told that it so happened, that the food which one could eat, was poison to another, and what was agreeable to one, was nauseating to another.

9. "I suppose that to be coffee," said Hafed, "and I will thank you for a cup." It was handed him. He had been troubled with the tooth-ache for some hours, and how did he quail, when, on filling his mouth, he found it was ice, in little pieces about as large as pigeon-shot!

10. "Do you call ice-water, coffee, here?" said Hafed, pressing his hand upon his cheek, while his tooth was dancing with pain. "That is just as it happens. We put water over the fire, and sometimes it heats it, and sometimes it freezes it. It is all chance-work."

11. Hafed rose from the table in anguish of spirit. He remembered the world where he *had* lived, and all that was past. He had desired to live in a world where there was no God, where all was governed by chance. Here he was, and here he must live.

12. He threw himself on a bed, and recalled the past; the beautiful world where he had once lived; his ingratitude; his murmurings against the wisdom and goodness of God. He wept like infancy. He would have prayed, and even began a prayer; but then he recollected that there was no God here; nothing to direct events; nothing but chance. He shed many and bitter tears of repentance. At last he wept himself asleep.

13. When Hafed again awoke, he was sitting under his palm-tree, in his own beautiful garden. It was morning. At the appointed moment, the glorious sun rose up in the east; the fields were all green and fresh; the trees were all right end upward, and covered with blossoms; and the songsters were uttering their morning songs.

14. Hafed arose, recalled that ugly dream, and then wept for joy. Was he again in a world where chance does not reign? He looked up, and then turned to the God of heaven, the God of laws and of order, and gave him the glory, and confessed that his ways, to us unsearchable, are full of wisdom. He was a new man ever afterward; nothing gave him greater cause of gratitude, as he daily knelt in prayer, than the fact,

that he lived in a world where God ruled; and ruled by laws, fixed, wise, and merciful.

TODD.

QUESTIONS.—Do we live in a "chance-world," or in a world of laws? What do you understand by a chance-world? What, by one governed by laws? Who has established the laws under which we live? If we break the laws of the natural world, what is the consequence? What do the laws of the natural world prove with regard to their Author? Is not our moral character, also, under the government of laws? What is the great rule of our conduct, or "golden rule," as it is called? If we break this, do we not necessarily suffer? How, then, can we be perfectly happy? If we do wrong, and sow the seeds of vice, can we expect to reap the rewards of virtue?

## ARTICULATION.

Rt, rts, rtst. Flirt[3], flirts[3], flirtst[3]: court[1], courts[1], &c.

Rch, rchd. Perch[3], perch'd[3]: starch[3], starch'd[3]: parch[3], &c.

# LESSON LXVIII.

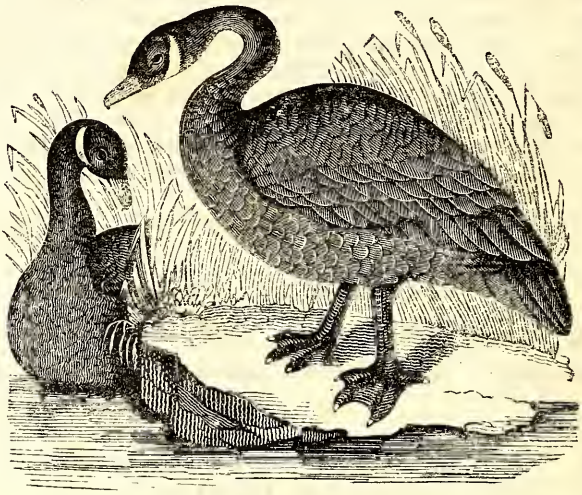
1. Ac-cus'-tom-ed, habituated, used
   Ar-rang'-ed, set in order. [to.
   Ap-prox'-i-ma-ting, approaching.
2. Des-ti-na'-tion, place to be reached.
   Un-de'-vi-a-ting, not mistaking.
   Un-wea'-ri-ed, not tired.
3. Bar'-ri-er, any thing which hinders approach.
7. Plash'-y, watery, having many puddles.
   Cha'-fed, made rough by rubbing.
8. Il-lim'-it-a-ble, without limit or end. [or space.
11. A-byss', an immeasurable depth
12. Zone, a division of the earth according to the heat or cold.

## THE WILD GOOSE.

ARTICULATE clearly.—U-su-al-ly, not *u-shal-ly:* gen-er-al-ly, not *gen-r'al-ly:* go-ing, not *go-in:* sup-pos'd, not *s'pos'd:* coast, not *coace:* il-lim-it-a-ble, not *il-lim't-ble.*

1. ON the approach of spring, we are accustomed to see flocks of these birds, high in the air, arranged in a straight

line, or in two lines approximating to a point. In both cases, they are led by an old gander, who, every now and then, pipes forth his well known "honk," as if to ask how they all come on; and the "honk," of "all's well," is returned by some of the party. They continue their flight, day and night, usually in a straight line.



2. It is generally supposed, that these flocks of wild geese are going to the northern lakes. But the people there are as ignorant as we are, of their destination. In the region of the lakes they are still seen, pursuing their northern journey, with undeviating instinct and unwearied wing.

3. They have been seen as far north as eighty degrees of latitude, and it is probable that beyond the arctic circle, and perhaps under the very pole, amid the desolation of those northern regions, shut out from the eye of man by everlasting barriers of ice, they find sufficient food, and a secure and pleasant retreat.

4. On their return, vast numbers of the geese are killed by the sportsmen, in the northern, western, and southern waters. The wounded ones are often tamed, and readily pair with the common gray goose. It is supposed, that to one of these birds are addressed the following beautiful lines "To a water fowl," written by Mr. Bryant.

5. Whither, 'mid falling dew,
While glow the heavens with the last steps of day,
Far, through the rosy depths, dost thou pursue
Thy solitary way?

6. Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly painted on the crimson sky,
Thy figure floats along.

7. Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocky billows rise and sink
On the chafed ocean's side?

8. There is a power whose care
Teaches thy way along that pathless coast,
The desert and illimitable air,
Lone wandering, but not lost.

9. All day, thy wings have fanned,
At that far hight, the cold, thin atmosphere;
Yet stoop not, weary, to the welcome land,
Though the dark night is near.

10. And soon that toil shall end,
Soon shalt thou find a summer home, and rest,
And scream among thy fellows; reeds shall bend,
Soon o'er thy sheltered nest.

11. Thou'rt gone; the abyss of heaven
Hath swallowed up thy form; yet, on my heart,
Deeply has sunk the lesson thou hast given,
And shall not soon depart.

12. He, who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
Will lead my steps aright.

BOOK OF ANIMALS.

---

QUESTIONS.—In what manner do the wild geese fly? At what season do we generally see them? What do you understand by the word "honk," as used in the lesson? Where do the geese probably

go? Who takes care of them, and guides them? What is that kind of knowledge called, which animals possess? What instruction may we derive from the fact, that God takes care of animals.

In the last sentence, to what is *he* nominative?

## LESSON LXIX.

2. Dis-tinc'-tion, a point of difference.
Wig'-wam, an Indian hut.
3. Bur'-rows, holes in the earth where animals lodge.
4. Dis-cus'-sion, arguing a point.
Com-mu'-ni-ty, a society or collection of individuals.
Arch'-i-tects, those who understand building.
5. Me-dic'-in-al, healing.
8. Rec'-ti-fi-ed, corrected.

### DIFFERENCE BETWEEN MAN AND THE INFERIOR ANIMALS.

REMARK.—Recollect, always, that you have it in your power to become a good reader, by attention, study, and practice.

ARTICULATE distinctly.—Dif-fer-ence, not *dif-f'rence:* in-struct, not *in-struc:* pro-vi-ding, not *pro-vi-d'n:* ir-reg-u-lar, not *ir-reg'lar:* fac-ul-ty, not *fac'l-ty.*

1. THE chief difference between man and the other animals, consists in this, that the former has reason, whereas the latter have only instinct; but, in order to understand what we mean by the terms reason and instinct, it will be necessary to mention three things, in which the difference very distinctly appears.

2. Let us, *first*, to bring the parties as nearly on a level as possible, consider man in a savage state, wholly occupied, like the beasts of the field, in providing for the wants of his animal nature; and here, the first distinction that appears between them, is, *the use of implements.* When the savage provides himself with a hut, or a wigwam, for shelter, or that he may store up his provisions, he does no more than is done by the rabbit, the beaver, the bee, and birds of every species.

3. But the man can not make any progress in this work without tools; he must provide himself with an ax even before

he can cut down a tree for its timber; whereas these animals form their burrows, their cells, or their nests, with no other tools than those with which nature has provided them. In cultivating the ground, also, man can do nothing without a spade or a plow; nor can he reap what he has sown, till he has shaped an implement with which to cut down his harvest. But the inferior animals provide for themselves and their young without any of these things.

4. Now for the *second* distinction. Man, in all his operations, *makes mistakes;* animals make none. Did you ever hear of such a thing as a bird sitting on a twig, lamenting over her half-finished nest, and puzzling her little poll to know how to complete it? Or did you ever see the cells of a bee-hive in clumsy, irregular shapes, or observe any thing like a discussion in the little community, as if there was a difference of opinion among the architects?

5. The lower animals are even better physicians than we are; for when they are ill, they will, many of them, seek out some particular herb which they do not use as food, and which possesses a medicinal quality exactly suited to the complaint; whereas, the whole college of physicians will dispute for a century, about the virtues of a single drug.

6. Man undertakes nothing in which he is not more or less puzzled; and must try numberless experiments, before he can bring his undertakings to any thing like perfection; even the simplest operations of domestic life are not well performed without some experience; and the term of man's life is half wasted, before he has done with his *mistakes*, and begins to profit by his lessons.

7. The *third* distinction is, that animals make no *improvements;* while the knowledge, and skill, and the success of man are perpetually on the increase. Animals, in all their operations, follow the first impulse of nature, or that instinct which God has implanted in them. In all they do undertake, therefore, their works are more perfect and regular than those of man.

8. But man, having been endowed with the faculty of thinking or reasoning about what he does, is enabled, by patience and industry, to correct the mistakes into which he at first falls, and to go on constantly improving. A bird's nest is, indeed, a perfect structure; yet the nest of a swallow of the nineteenth century, is not at all more commodious or elegant than those that were built amid the rafters of Noah's ark.

But if we compare the wigwam of the savage with the temples and palaces of ancient Greece and Rome, we then shall see to what man's mistakes, rectified and improved upon, conduct him.

JANE TAYLOR.

QUESTIONS.—What is the subject of this lesson? What three things form the distinction between man and animals? What is instinct? What is the difference between instinct and reason? Is man an animal? Is man superior to all other animals? In what does the superiority consist? What does this enable man to do?

## ARTICULATION.

| | | | | | |
|---|---|---|---|---|---|
| Sk, sks, skt. | Frisk,[2] | frisks,[2] | frisk'd:[2] | whisk,[2] | whisks,[2] &c. |
| Sp, sps, spt. | Grasp,[3] | grasps,[3] | grasp'd:[3] | clasp,[3] | clasps,[3] &c. |
| St, sts. | Feast,[1] | feasts:[1] | boast,[1] | boasts:[1] | toast,[1] &c. |

# LESSON LXX.

1. Mut'-ter-ing, murmuring, rumbling.
3. Un-con'-scious, not knowing, not perceiving.
5. Clus'-ter, a bunch.
7. Mon'-i-tor, one who warns of faults.

Theme, subject.

Or'-a-cle, a wise sentence or decision.

9. Flit'-ting, moving about in a lively manner.

Vest'-ure, clothing, covering.

## THE WINTER KING.

REMARK.—In this lesson, there is a pause at the end of every line. In pieces where this is not the case, however, beware of attempting to *make* the rhymes jingle by improper stops.

PRONOUNCE correctly.—Wan-der'd, not *wan-dud:* vest-ure, not *ves-ter,* nor *ves-tshure:* del-i-cate, not *del-i-kit.*

1. OH! what will become of thee, poor little bird?
The muttering storm in the distance is heard;

The rough winds are waking, the clouds growing black,
They 'll soon scatter snow-flakes all over thy back!
From what sunny clime hast thou wandered away?
And what art thou doing this cold winter day?

2. "I 'm picking the gum from the old peach-tree;
The storm does n't trouble me. Pee, dee, dee."

3. But what makes thee seem so unconscious of care?
The brown earth is frozen, the branches are bare:
And how canst thou be so light-hearted and free,
As if danger and suffering thou never should'st see,
When no place is near for thy evening nest,
No leaf for thy screen, for thy bosom no rest?

4. "Because the same hand is a shelter for me,
That took off the summer leaves. Pee, dee, dee."

5. But man feels a burden of care and of grief,
While plucking the cluster and binding the sheaf.
In the summer we faint, in the winter we 're chilled,
With ever a void that is yet to be filled.
We take from the ocean, the earth, and the air,
Yet all their rich gifts do not silence our care.

6. "A very small portion sufficient will be,
If sweetened with gratitude. Pee, dee, dee."

7. I thank thee, bright monitor; what thou hast taught,
Will oft be the theme of the happiest thought;
*We* look at the *clouds;* while the *birds* have an eye
To *Him who reigns over them*, changeless and high.
And now, little hero, just tell me thy name,
That I may be sure whence my oracle came.

8. "Because, in all weather, I 'm merry and free,
They call me the Winter King. Pee, dee, dee."

9. But soon there 'll be ice weighing down the light bough,
On which thou art flitting so playfully now;
And though there 's a vesture well fitted and warm,
Protecting the rest of thy delicate form,
What, then, wilt thou do with thy little bare feet,
To save *them* from pain, 'mid the frost and the sleet?

10. "I can draw them right up in my feathers, you see,
To warm them and fly away. Pee, dee, dee."

MISS GOULD.

QUESTIONS.— What bird is called the "Winter King?" What are the words "Pee, dee, dee," intended to imitate? What instruction may be derived from this lesson?

## LESSON LXXI.

1. An'-nals, a species of history.
El'-o-quence, the power of speaking well.
4. Can'-o-py, a covering over head.
5. As-si-du'-i-ty, close application, diligence.
Gran'-a-ries, corn-houses.
6. Pro-pens'-i-ties, bent of mind, inclination.
7. Lav'-ish, profuse, wasteful.
10. Su-per-flu'-i-ties, something beyond what is wanted.

### THE GENEROUS RUSSIAN PEASANT.

REMARK.—If you meet with difficult words, or foreign names, do not hasten over them, but read them distinctly.

ARTICULATE clearly.—Cel-e-brate, not *cel'brate:* flat-ter-y, not *flat-t'ry:* mis-er-ies, not *mis'ries:* pon-der-ing, not *pon-d'rin:* gen-er-al, not *gen'ral:* ca-lam-i-ty, not *c'lam'ty:* gran-a-ries, not *gran'ries.* See Exercises on E, I, and A, page 16.

1. LET Virgil sing the praises of Augustus, genius celebrate merit, and flattery extol the talents of the great. The short and simple "annals of the poor" engross my pen; and while I record the history of Flor Silin's virtues, though I speak of a poor peasant, I shall describe a noble man. I ask no eloquence to assist me in the task; modest worth rejects the aid of ornament to set it off.

2. It is impossible, even at this distant period, to reflect, without horror, on the miseries of that year, known in Lower Wolga by the name of the "*famine year.*" I remember the summer, whose scorching heats had dried up all the fields, and the drought had no relief but from the tears of the ruined farmer.

3. I remember the cold, comfortless autumn, and the despairing rustics, crowding round their empty farms with folded arms, and sorrowful countenances, pondering on their misery, instead of rejoicing, as usual, at the golden harvest; I remember the winter which succeeded, and I reflect, with agony, on

the miseries it brought with it; whole families left their homes, to become beggars on the highway.

4. At night, the canopy of heaven served them as their only shelter from the piercing winds and bitter frost; to describe these scenes, would be to harm the feelings of my readers; therefore to my tale. In those days I lived on an estate not far from Simbirsk; and though but a child, I have not forgotten the impression made on my mind by the general calamity.

5. In a village adjoining, lived Flor Silin, a poor, laboring peasant: a man remarkable for his assiduity, and the skill and judgment with which he cultivated his lands. He was blessed with abundant crops; and his means being larger than his wants, his granaries, even at this time, were full of corn. The dry year coming on, had beggared all the village, except himself. Here was an opportunity to grow rich. Mark, how Flor Silin acted. Having called the poorest of his neighbors about him, he addressed them in the following manner:

6. "My friends, you want corn for your subsistence; God has blessed me with abundance; assist in thrashing out a quantity, and each of you take what he wants for his family." The peasants were amazed at this unexampled generosity; for sordid propensities exist in the village, as well as in the populous city.

7. The fame of Flor Silin's benevolence having reached other villages, the famished inhabitants presented themselves before him, and begged for corn. This good creature received them as brothers; and, while his store remained, afforded all relief. At length, his wife, seeing no end to the generosity of his noble spirit, reminded him how necessary it would be to think of their own wants, and hold his lavish hand, before it was too late. "It is written in the scripture," said he, "Give, and it shall be given unto you."

8. The following year, Providence listened to the prayers of the poor, and the harvest was abundant. The peasants who had been saved from starving by Flor Silin, now gathered around him.

9. "Behold," said they, "the corn you lent us. You saved our wives and children. We should have been famished but for you; may God reward you; he only can; all we have to give, is our corn and grateful thanks." "I want no corn at present, my good neighbors," said he; "my harvest has

exceeded all my expectations; for the rest, thank Heaven; I have been but an humble instrument."

10. They urged him in vain. "No," said he, "I shall not accept your corn. If you have superfluities, share them among your poor neighbors, who, being unable to sow their fields last autumn, are still in want; let us assist them, my dear friends; the Almighty will bless us for it." "Yes," replied the grateful peasants, "our poor neighbors shall have this corn. They shall know that it is to you that they owe this timely succor, and join to teach their children the debt of gratitude, due to your benevolent heart." Silin raised his tearful eyes to heaven. An angel might have envied him his feelings.

KARAMSIN.

---

QUESTIONS.—What rank in society did Flor Silin hold? What did he do, during the famine, to his poor neighbors? What did he direct them to do with the corn, with which they wished to repay him? What should his example teach us?

In the last sentence, what pronoun is there in the possessive case? For what noun does it stand? How is it governed? What is the rule?

---

## ARTICULATION.

| | | | | |
|---|---|---|---|---|
| Tl, tlz, tlst. | Whittl', | whittl's, | whittl'st: | bottl', &c. |
| Tld, tldst. | Whittl'd, | whittl'dst: | bottl'd, | bottl'dst. |
| Ts, tst. | Frets, | fretst: | sets, | setst. |

---

# LESSON LXXII.

2. Pledge, something given as evidence.
3. In'-cense, the perfume made by burning spices, and used in religious worship. It is here used figuratively for *respect, reverence.*
4. Scof'-fer, one who mocks or derides.
5. Re-tain', to keep in possession. Cling, to hold fast upon.

## A MOTHER'S GIFT—THE BIBLE.

REMARK.—In reading these lines, a very *slight* pause may be made at the end of each line, though there be no printed stop.

SOUND each letter.—Ear-li-est, not *ear-li-es:* mem-o-ry, not *mem'ry:* must, not *mus:* gift, not *giff.*

1. REMEMBER, love, who gave thee this,
When other days shall come,
When she who had thine earliest kiss
Sleeps in her narrow home.
Remember, 't was a mother gave
The gift to one she 'd die to save!

2. That mother sought a pledge of love,
The holiest for her son;
And from the gifts of God above,
She chose a goodly one:
She chose for her beloved boy,
The source of light, and life, and joy;

3. And bade him keep the gift, that when
The parting hour should come,
They might have hope to meet again,
In an eternal home.
She said his faith in this would be
Sweet incense to her memory.

4. And should the scoffer in his pride,
Laugh that fond faith to scorn,
And bid him cast the pledge aside,
That he from youth had borne,
She bade him pause, and ask his breast
If SHE or HE had loved him best.

5. A *parent's* blessing on her son
Goes with this holy thing;
The love that would retain the one,
Must to the other cling.
Remember! 't is no idle toy:
A mother's gift! remember, boy!

W. FERGUSON.

---

QUESTIONS.—What did the mother present to her son? Why did she select this as a gift for him? What motive did she present to

him for keeping it? From what source did she suppose there would arise danger of his neglecting it? What reflection would protect him from the scoffer's influence? What is meant by the "scoffer?"

## LESSON LXXIII.

1. Con-ten'-tions, angry contests, quarrels. [a devil.
2. De-mo'-ni-ac, one possessed by
4. Gen-er-a'-tion, a race, the people of the same period.
   De-bauch'-ed, corrupted in morals.
5. Ten'-e-ments, houses.
   In-her'-it-ance, an estate received from parents.
6. Des-o-la'-tion, ruin, destruction.
8. Con-so-la'-tion, comfort.
   Phi-lan'-thro-pist, one who loves his fellow men.
11. Ben-e-dic'-tion, blessing.
12. Pen-i-ten'-tia-ry, a house where criminals are confined to labor.
   De-gen'-er-a-cy, the state of growing worse.

### TOUCH NOT—TASTE NOT—HANDLE NOT.

REMARK.—When there are poetical quotations in prose pieces, they should be read as if they were part of the same line, unless the sense requires a pause.

PRONOUNCE correctly.—Com-par-a-tive-ly, not *com-par-er-tive-ly:* fre-quent, not *fre-kwunt:* tem-per-ate-ly, not *tem-per-it-ly:* scarce-ly, not *scurce-ly:* ut-ter-ance, not *ut-ter-unce.*

1. "WINE is a mocker, and strong drink is raging. Who hath woe? who hath sorrow? who hath contentions? who hath babbling? who hath wounds without a cause? who hath redness of eyes? They that tarry long at the wine."

2. How often do men meet in good humor, then drink to excess, talk nonsense, fancy themselves insulted, take fire within, rave, threaten, and then come to blows? A long time ago, Seneca spoke of those who "let in a thief at the mouth to steal away the brains." In such a case, the stupidity of a brute is often united with the fury of a demoniac. Nay, the man among the tombs was comparatively harmless; he only injured himself. But how often does the drunken revel end in the cry of murder!

3. How often does the hand of the intoxicated man, lifted against his dearest friend, perhaps the wife of his bosom,

"——— In one rash hour,
Perform a deed that haunts him to the grave!"

4. Could I call around me, in one vast assembly, the young men of this nation, I would say: Hopes of my country, blessed be ye of the Lord, now in the dew of your youth. But look well to your footsteps; for vipers, and scorpions, and adders, surround your way. Look at the generation who have just preceded you. The morning of their life was cloudless, and it dawned as brightly as your own. But behold, now, the smitten, enfeebled, inflamed, debauched, idle, poor, irreligious, and vicious, with halting step, dragging onward to meet an early grave.

5. Their bright prospects are clouded, and their sun is set, never to rise. No house of their own receives them, while from poorer to poorer tenements they descend, as improvidence dries up their resources. And, now, who are those that wait on their footsteps, with muffled faces and sable garments? *That* is a father, and *that* is a mother, whose gray hairs are coming with sorrow to the grave. *That* is a sister, weeping over evils which she can not arrest; and *there* is the broken-hearted wife; and *these* are the children — hapless innocents! — for whom their father has provided no inheritance, save one of dishonor, and nakedness, and woe!

6. And is *this*, beloved youth, the history of *your* course? In *this* scene of desolation, do you see the image of *your* future selves? Is *this* the poverty, and the disease, which, as an armed man, shall take hold on *you?* and are *your* relatives and friends to succeed those who now move on, in this mournful procession, weeping as they go?

7. Yes, bright as your morning now opens, and high as your hopes beat, *this* is *your* noon, and *your* night, unless you shun those habits of intemperance which have thus early made theirs a day of clouds and of thick darkness. If you frequent places of evening resort for social drinking; if you set out with drinking, daily, a little, prudently, temperately; it is *yourselves*, which, as in a glass, you behold.

8. "One of the greatest consolations afforded to my mind by the success of the temperance cause, is the reflection that my child will not be a drunkard." Such was the language of a distinguished philanthropist, as he held a listening assembly, chained by the voice of his eloquence.

9. To this remark the heart of every parent assents; for that the progress of the temperance cause will be so great, at the period when the child, which is now an infant, shall come upon the theater of life, as to render all use of ardent spirit, as a drink, disreputable, can scarcely be questioned.

10. If any father or mother could lift the vail of futurity, and read on the page of coming years, that the son now so loved, so idolized perhaps, would become a bloated, polluted and polluting creature, reeling under the influence of ardent spirit, the remainder of life would be wretched. To such a parent, this world would indeed be a vale of tears; and the silence and solitude of the tomb would be welcomed as the place where the weary might be at rest.

11. The temperance reform does in fact lift the vail of years, and disclose to the parents of the present generation, their children and children's children freed from all the woes and curses of drunkenness, the smile of gratitude upon their countenance, and the language of benediction upon their lips.

12. "My child will not be a drunkard!" Cheering thought! How it swells the heart with emotions too big for utterance! What an animating prospect does it open to the mind! Almshouses, and jails, and penitentiaries, and state-prisons, will then stand only as so many monuments of the vices of an age gone by; and the evils consequent upon the use of ardent spirits shall exist only upon the historian's page, as so many records of the former degeneracy and the errors of mankind.

LYMAN BEECHER.

---

QUESTIONS.—Who are said to have woe and sorrow? How does strong drink produce such alarming and distressing effects? Why is it so dangerous for people to taste strong drink? If you do not wish to become intemperate, what should you never do? How do parents feel when one of their children becomes intemperate?

---

## ARTICULATION.

| | | | | | |
|---|---|---|---|---|---|
| Vz, vst. | Moves, | mov'st: | shoves, | shov'st: | solves, &c. |
| Zm, zmz. | Prism, | prisms: | plasm, | plasms: | chrism, &c. |
| Zn, znz. | Pris'n, | pris'ns: | reas'n, | reas'ns: | seas'n, &c. |

# LESSON LXXIV.

1. Fes'-tal, mirthful, joyous.
   Gar'-land-ed, adorned with wreaths of flowers.
3. De-vo'-ted, solemnly set apart.
4. En-hance', increase.
6. Sun'-der-ed, separated.
7. Ma'-ni-ac, raving with madness.
   Glim'-mer-ings, faint view.
8. Ro'-se-ate, blooming, rosy.
11. Fel'-on, a public criminal.
12. En-ti'-cing, attracting to evil.
    Spurn'-ed, rejected with disdain.
13. Lure, to attract, to entice.
14. En-chant'-ed, affected with enchantment, bewitched.

## THE FESTAL BOARD.

1. Come to the festal board to-night,
   For bright-eyed beauty will be there,
   Her coral lips in nectar steeped,
   And garlanded her hair.

2. Come to the festal board to-night,
   For there the joyous laugh of youth
   Will ring those silvery peals, which speak
   Of bosoms pure, and stainless truth.

3. Come to the festal board to-night,
   For friendship, there, with stronger chain,
   Devoted hearts already bound
   For good or ill, will bind again.
   *I went.*

4. Nature and art their stores outpoured;
   Joy beamed in every kindling glance;
   Love, friendship, youth, and beauty, smiled;
   What could that evening's bliss enhance?
   *We parted.*

5. And years have flown; but where are now
   The guests, who round that table met?
   Rises their sun as gloriously
   As on the banquet's eve it set?

6. How holds the chain which friendship wove?
   It broke; and, soon, the hearts it bound

Were widely sundered; and for peace,
Envy, and strife, and blood, were found.

7. The merriest laugh which then was heard
Has changed its tones to maniac screams,
As half-quenched memory kindles up
Glimmerings of guilt in feverish dreams.

8. And where is she, whose diamond eyes
Golconda's purest gems outshone?
Whose roseate lips of Eden breathed?
Say, where is she, the beauteous one?

9. Beneath yon willow's drooping shade,
With eyes now dim, and lips all pale,
She sleeps in peace. Read on her urn,
"*A broken heart.*" This tells her tale.

10. And where is he, that tower of strength,
Whose fate with hers, for life was joined?
How beats his heart, once honor's throne?
How high has soared his daring mind?

1. Go to the dungeon's gloom to-night:
His wasted form, his aching head,
And all that now remains of him,
Lies, shuddering, on a felon's bed.

12. Ask you of all these woes the cause?
The festal board, the enticing bowl
More often came, and reason fled,
And maddened passions spurned control.

13. Learn wisdom then. The frequent feast
Avoid; for there, with stealthy tread
Temptation walks, to lure you on,
Till death, at last, the banquet spread.

14. And shun, oh, shun the enchanted cup!
Though, now, its draught like joy appears,
Ere long it will be fanned by sighs,
And sadly mixed with blood and tears.

ANONYMOUS

---

QUESTIONS.—What is the subject of this piece? What is meant by the "Festal Board?" What dangers lurk around it?

# LESSON LXXV.

3. Re-deem'-ed, ransomed, rescued.
4. A-fore'-time, formerly.
So-journ', to dwell for a time.
7. Pub'-lish-eth, makes known.
9. Com'-fort-ed, consoled, made happy.
12. Rere'-ward, (pro. *reer-ward*) a guard which marches in the rear of an army.

## AWAKE, ZION!

Remark.—This lesson should be read as poetry. Some of the sublimest strains of poetry are from Isaiah's pen. This piece has been arranged, so as to exhibit its poetic beauty in greater perfection than in the common translation.

Utter each letter clearly.—Waste, not *wace:* Je-ru-sa-lem, not *Jru-s'lem:* midst, not *mist:* ves-sels, not *ves-s'ls:* Is-ra-el, not *Is-r'el.*

1. Awake! awake! put on thy strength, O Zion!
Put on thy beautiful garments, O Jerusalem, the holy city!
For henceforth there shall no more come into thee
The uncircumcised and the unclean.

2. Shake thyself from the dust;
Arise, and sit down, O Jerusalem!
Loose thyself from the bands of thy neck,
O captive daughter of Zion!

3. For thus saith the Lord:
Ye have sold yourselves for naught;
And ye shall be redeemed without money.

4. For thus saith the Lord God,
My people went down aforetime into Egypt to sojourn there,
And the Assyrians oppressed them without cause.

5. Now therefore, what have I here, saith the Lord,
That my people is taken away for naught?
They that rule over them make them to howl, saith the Lord;
And my name continually every day is blasphemed.

6. Therefore my people shall know my name: [speak:
Therefore they shall know in that day that I am he that doth
Behold! it is I.

7. How beautiful upon the mountains,
Are the feet of him that bringeth good tidings, that publisheth peace!
That bringeth good tidings of good; that publisheth salvation!
That saith unto Zion, Thy God reigneth!

8. The watchmen
Shall lift up the voice, with the voice together shall they sing:
For they shall see eye to eye,
When the LORD shall bring again Zion.

9. Break forth in joy, sing together,
Ye waste places of Jerusalem!
For the LORD hath comforted his people,
He hath redeemed Jerusalem.

10. The LORD hath made bare his holy arm
In the eyes of all the nations;
And all the ends of the earth
Shall see the salvation of our God.

11. Depart ye! depart ye! go ye out from thence,
Touch no unclean thing;
Go ye out of the midst of her;
Be ye clean that bear the vessels of the LORD.

12. For ye shall not go out with haste;
Nor go by flight:
For the LORD will go before you;
And the God of Israel will be your rere-ward.

ISAIAH LII.

---

QUESTIONS.—What is called Zion? Who are called watchmen? Who was Isaiah? For what are his writings distinguished? What is it to see eye to eye?

---

## ARTICULATION.

| | | | | |
|---|---|---|---|---|
| Zl, zlz, zlst. | D$^{2}$azzl', | d$^{2}$azzl's, | d$^{2}$azzl'st: | m$^{2}$uzzl', &c. |
| | Dr$^{2}$izzl', | dr$^{2}$izzl's' | dr$^{2}$izzl'st: | p$^{2}$uzzl', &c. |
| Zld, zldst. | D$^{2}$azzl'd, | d$^{2}$azzl'dst: | m$^{2}$uzzl'd, | m$^{2}$uzzl'dst. |

# LESSON LXXVI.

1. Co'-hort, a body of warriors.
   Sheen, brightness.
3. Wax'-ed, grew, became.
4. Gasp'-ing, the act of opening the mouth to catch breath.
   Spray, water driven from the sea.
5. Dis-tort'-ed, twisted out of natural shape.
   Ban'-ner, a military flag or ensign.

## THE DESTRUCTION OF SENNACHERIB.

REMARK. — There is, in such poetry as the following, a pause, called the *cesural* pause, about the middle of the line. This pause must be observed for the sake of the melody, even when the sense does not require it. Be careful, however, that these pauses are not monotonous.

ARTICULATE distinctly. — Fold, not *fole:* gold, not *gole:* for-est, not *for-es:* host, not *hoce:* rust, not *russ.*

1. THE Assyrian came down like the wolf on the fold,
   And his cohorts were gleaming with purple and gold;
   And the sheen of their spears was like stars on the sea,
   When the blue waves roll nightly on deep Galilee.

2. Like the leaves of the forest when summer is green,
   That host with their banners at sunset was seen,
   Like the leaves of the forest when autumn hath blown,
   That host on the morrow lay withered and strown;

3. For the Angel of Death spread his wings on the blast,
   And breathed in the face of the foe as he passed;
   And the eyes of the sleepers waxed deadly and chill,
   And their hearts but once heaved, and forever were still.

4. And there lay the steed with his nostrils all wide,
   But thro' them there rolled not the breath of his pride,
   And the foam of his gasping lay white on the turf,
   And cold as the spray of the rock-beating surf.

5. And there lay the rider, distorted and pale,
   With the dew on his brow, and the rust on his mail;
   And the tents were all silent, the banners alone,
   The lances uplifted, the trumpet unblown.

6. And the widows of Ashur are loud in their wail,
And the idols are broke in the temple of Baal;
And the might of the Gentile, unsmote by the sword,
Hath melted like snow in the glance of the Lord!

BYRON.

---

QUESTIONS.—What event does this poem describe? Where is the history to be found? Will you relate it? Should we give the same emphasis and accent to words in poetry that we do in prose? If the composition is truly poetical, will it be manifest if well read?

Which are the nouns in the last stanza? What is the plural number of each? Which are the verbs? Conjugate each. (Am, was, been, &c.) See Pinneo's Analytical Grammar, Conjugation of verbs, pages 85, 86.

From what is the word *sleeper* derived? From what does the affix *er* come? Why is not the *p* doubled in *sleeper?* See McGuffey's Eclectic Spelling-book, page 105.

---

## LESSON LXXVII.

2. Sat'-is-fi-eth, gives content.
3. Ev-er-last'-ing, never ending, lasting always.
Cov'-e-nant, a mutual agreement.
4. Com-mand'-er, one who directs or governs.
7. Un-right'-eous, evil, wicked.
A-bund'-ant-ly, fully, amply.
11. Void, empty, in vain.
Ac-com'-plish, effect, bring to pass.

### GOSPEL INVITATION.

REMARK.—Interrogation points are marks of a question. When the question can be answered by yes or no, the voice should rise at the interrogation point. But when it can not be answered in this way, the voice should be allowed to fall.

PRONOUNCE correctly.—Thirst-eth, not *thust-eth:* heark-en, (pro. *hark-en,*) not *herk-en:* a-bund-ant-ly, not *a-bund-unt-ly.*

1. Ho, every one that thirsteth, come ye to the waters, and he that hath no money; come ye, buy and eat; yea, come, buy wine and milk, without money, and without price.

2. Wherefore do ye spend money, for that which is not bread? and your labor for that which satisfieth not? hearken diligently unto Me, and eat ye that which is good, and let your soul delight itself in fatness.

3. Incline your ear, and come unto Me: hear, and your soul shall live; and I will make an everlasting covenant with you, even the sure mercies of David.

4. Behold, I have given Him for a witness to the people, a leader and commander to the people.

5. Behold, thou shalt call a nation that thou knowest not, and nations that knew not thee shall run unto thee, because of the LORD thy God, and for the Holy One of Israel; for He hath glorified thee.

6. Seek ye the LORD while He may be found, call upon Him while He is near:

7. Let the wicked forsake his way, and the unrighteous man his thoughts; and let him return unto the LORD, and He will have mercy upon him; and to our God, for He will abundantly pardon.

8. For My thoughts are not your thoughts, neither are your ways My ways, saith the LORD.

9. For as the heavens are higher than the earth, so are My ways higher than your ways, and My thoughts than your thoughts.

10. For as the rain cometh down and the snow from heaven, and returneth not thither, but watereth the earth, and maketh it bring forth and bud, that it may give seed to the sower, and bread to the eater:

11. So shall My word be, that goeth forth out of My mouth: it shall not return unto Me void, but it shall accomplish that which I please, and it shall prosper in the thing whereto I sent it.

12. For ye shall go out with joy, and be led forth with peace: the mountains and the hills shall break forth before you into singing, and all the trees of the field shall clap their hands.

13. Instead of the thorn shall come up the fir-tree; and instead of the brier, shall come up the myrtle-tree; and it shall be to the LORD for a name, for an everlasting sign that shall not be cut off.

ISAIAH LV.

QUESTIONS.—What is implied in the first verse? What are we told to do in the sixth verse? How are we told to do this in the seventh verse? What will God do for us if we thus come to him?

---

ARTICULATION.

Check'dst, wrong'dst, chuckl'dst, entomb'dst, warp'dst, whelm'dst, harp'dst, curv'dst, albs, bulbs, helv'd, belch'd, turf'dst, engulf'dst, impris'ndst, return'dst.

---

# LESSON LXXVIII.

1. De-cli'-neth, decays, fades away. Hush, silence, stillness.
2. Meek'-ness, humility, resignation.

Link, to unite.
Pe-ti'-tion, prayer, request.
4. Pi'-nest, grievest, lamentest in silence.

---

## ON PRAYER.

ARTICULATE the *g* in morning, feeling, kneeling, breathing, blessing.

ARTICULATE the *d* in mind, friend, rais'd.

1. Go, when the morning shineth,
   Go, when the moon is bright,
   Go, when the eve declineth,
   Go, in the hush of night;
   Go with pure mind and feeling,
   Fling earthly thoughts away,
   And in thy chamber kneeling,
   Do thou in secret pray.

2. Remember all who love thee,
   All who are loved by thee;
   Pray for those who hate thee,
   If any such there be;

Then for thyself in meekness,
A blessing humbly claim,
And link with each petition
Thy great Redeemer's name.

3. Or if 'tis e'er denied thee
In solitude to pray,
Should holy thoughts come o'er thee
When friends are round thy way,
E'en then the silent breathing
Of thy spirit raised above,
Will reach his throne of glory,
Who is Mercy, Truth, and Love.

4. Oh! not a joy or blessing,
With this can we compare,
The power that he hath given us
To pour our souls in prayer.
Whene'er thou pin'st in sadness,
Before his footstool fall,
And remember in thy gladness,
His grace who gave thee all.

LITERARY JOURNAL.

QUESTIONS.—When should we pray? Whom should we remember in our prayers? What point is used in "e'er" in the third stanza? Why is it used? What point is after "Oh" in the fourth stanza?

## LESSON LXXIX.

1. Fa-mil'-iar, well acquainted with.
Gar'-ner, to lay up in store.
2. Sum'-mon-ed, called together.
Be-quest', something left by will.
Suf-fo-ca'-tion, choking, stifling of the breath.
4. Va'-cant, empty.
6. Ver'-dant, green, fresh.
9. Freight'-ed, loaded.
Sa'-vor-y, pleasing to the smell.
Dis'-cord, grating sounds.

### THE DYING BOY.

1. IT must be sweet, in childhood, to give back
The spirit to its maker; ere the heart

Has grown familiar with the paths of sin,
And sown, to garner up its bitter fruits.
I knew a boy whose infant feet had trod
Upon the blossoms of some seven springs,
And when the eighth came round, and called him out
To revel in its light, he turned away,
And sought his chamber to lie down and die.

2. 'T was night: he summoned his accustomed friends,
And on this wise bestowed his last bequest.
"Mother, I 'm dying now!
There 's a deep suffocation in my breast,
As if some heavy hand my bosom pressed:
And on my brow
I feel the cold sweat stand,
My lips grow dry and tremulous, and my breath
Comes feebly on. Oh! tell me, is this death?

3. "Mother, your hand,
Here, lay it on my wrist,
And place the other thus beneath my head,
And say, sweet mother, say, when I am dead,
Shall I be missed?
Never beside your knee,
Shall I kneel down again at night to pray;
Nor with the morning wake, and sing the lay
You taught me?

4. "Oh, at the time of prayer,
When you look round, and see a vacant seat,
You will not wait then for my coming feet;
You 'll miss me there.
Father, I am going home!
To the good home you spoke of, that blest land,
Where it is one bright summer always, and
Storms do never come.

5. "I must be happy then;
From pain and death you say I shall be free,
That sickness never enters there, and we
Shall meet again.
Brother, the little spot
I used to call my garden, where long hours
We 've stayed to watch the budding things, and flowers,
Forget it not!

6. "Plant there some box or pine,
Something that lives in winter, and will be
A verdant offering to my memory,
And call it mine!

7. "Sister, my young rose tree,
That all the spring has been my pleasant care,
Just putting forth its leaves so green and fair,
I give to thee;
And when its roses bloom,
I shall be far away, my short life done;
But will you not bestow a single one
Upon my tomb?

8. "Now, mother, sing the tune
You sang last night; I'm weary, and must sleep.
Who was it called my name? Nay, do not weep,
You'll all come soon!"

9. Morning spread over earth her rosy wings,
And that meek sufferer, cold, and ivory pale,
Lay on his couch asleep. The gentle air
Came through the open window, freighted with
The savory odors of the early spring;
He breathed it not; the laugh of passers by
Jarred like a discord in some mournful tune,
But wakened not his slumber. He was dead.

MRS. SIGOURNEY.

---

QUESTIONS.—What is the subject of this piece? What is said of childhood? What did the little boy exclaim, as he addressed his mother? What did he say to his father? What, to his brother? What, to his sister? What was his last request of his mother? What reason did he give, why they should not weep? What is it that will enable us to triumph over death?

## ARTICULATION.

NOTE. — As the articulation of *r*, especially in its rolling or rough sound, is somewhat difficult, this exercise is devoted to that letter in its various combinations.

Observe, that here, as in the preceding exercises, silent letters are sometimes omitted, that the attention may be directed to the *sounds* only.

Brand, brick, brittl', brush, brown, draggl', dreary, drawl, drench, dredge, drift, drink, drunk, drown, fragrant, fraud, fright, french, frizzl', frolic, frown, grace, grade, graft, grand, gran'ry, grange, grappl', grizzl', green, grown, groove, ground, grumbl', craft, cranny, crawl, cream, crisp, crippl', creep.

---

Kraken, kraal, kremlin, crizzl', crutch, crash, praise, prank, press, prester, price, prime, prince, print, prink, probe, profit, prog, prompt, proof, prowl, prude, prussic, propt, trace, tract, tragic, transit, travel, tread, trebl', trellis, trench, tressl', triumph, troll, trundl', trout, trump, truly, trusty.

---

Thread, three, thrifty, throttl', thrum, thrush, throw, thrive, throng, throb, thrid, thrall, straggl', strand, strength, stress, stretch, strait, strict, strike, strode, stroll, strop, struggl', strut, strychnia, scrabbl', scrambl', scratch, scrawl. scribbl', scroll, scrupl', shrill, shrink, shrine, shroud, shrub, shrunk, shriv'l, sprain, sprang, sprat, sprawl, spread, sprite, spring, spruce, sprinkl'.

THE END.

# THE ECLECTIC EDUCATIONAL SERIES

## EMBRACES,

| | |
|---|---|
| McGUFFEY'S PRIMARY SCHOOL CHARTS, . . | 6 No's. |
| McGUFFEY'S ECLECTIC SPELLER, . . . . . | 1 Book |
| McGUFFEY'S NEW ECLECTIC READERS, . . | 8 Books. |
| RAY'S SERIES OF ARITHMETICS, . . . . . | 4 Books. |
| RAY'S SERIES OF ALGEBRAS, . . . . . | 2 Books. |
| PINNEO'S SERIES OF GRAMMARS, . . . . | 3 Books. |

These School Books possess the highest merit, are more widely introduced than any other series published, and have received the cordial indorsement of the most intelligent and successful teachers, throughout the Union.

**ECONOMY TO PARENTS.**—They combine the rare advantages of superior intrinsic merit, typographical beauty, **CHEAPNESS**, and extensive uniformity of adoption and use.

Approved and adopted in many Schools in the **NEW ENGLAND STATES**, in **NEW YORK CITY** Public Schools,—in the Public Schools of **PENNSYLVANIA**,—and in nearly every other State where liberal attention is given to public instruction.

## *This Series has been Officially Recommended*

BY THE OHIO STATE SUPERINTENDENT OF PUB. INSTRUCTION,
INDIANA STATE SUPTS. OF PUBLIC INSTRUCTION,
INDIANA STATE BOARD OF EDUCATION,
ILLINOIS STATE SUPT. OF PUBLIC INSTRUCTION,
ILLINOIS STATE BOARD OF EDUCATION,
IOWA STATE SUPTS. OF PUBLIC INSTRUCTION,
WISCONSIN STATE SUPT. OF PUBLIC INSTRUCTION,
MICHIGAN STATE SUPT. OF PUBLIC INSTRUCTION,
AND BY MORE THAN **10,000** SCHOOL BOARDS.

---

CINCINNATI:
SARGENT, WILSON & HINKLE.
NEW YORK: CLARK & MAYNARD.
PHILADELPHIA: J. B. LIPPINCOTT & CO.

*The Latest, the Best, the Cheapest.*

## McGUFFEY'S NEW CLASS BOOKS.

**McGUFFEY'S NEW PRIMARY SCHOOL CHARTS**, complete in six numbers: 2½ feet wide and 3 feet long, printed on large, bold, type: to be placed on the wall of the school room.

**McGUFFEY'S NEWLY REVISED ECLECTIC SPELLING BOOK**, containing more than 12,000 words, mostly *primitive*, with rules and examples for the formation of *derivatives*.

**McGUFFEY'S NEW FIRST ECLECTIC READER**; containing the alphabet and lessons, simple and easy, for little learners.

**McGUFFEY'S NEW SECOND ECLECTIC READER**; easy lessons in reading and spelling, for young pupils.

**McGUFFEY'S NEW THIRD ECLECTIC READER**; interesting and instructive primary lessons, for young pupils.

**McGUFFEY'S NEW FOURTH ECLECTIC READER**; chaste and instructive lessons in prose and poetry, for the young.

**McGUFFEY'S NEW FIFTH ECLECTIC READER**; choice extracts in prose and verse, for middle classes.

**McGUFFEY'S NEW SIXTH ECLECTIC READER**; a rhetorical reading book, for the more advanced classes.

---

## Auxiliary Books—Just Published.

**McGUFFEY'S NEW HIGH SCHOOL READER**: copious classic exercises, for the highest classes in schools and academies

**McGUFFEY'S NEW ECLECTIC SPEAKER**; comprising three hundred exercises for reading or declamation.

This book may be used as a reader or speaker; the selections being peculiarly adapted to the *double* purpose of declamation and reading in High Schools.

**McGUFFEY'S NEW JUVENILE SPEAKER**, for Common Schools: choice and animating exercises in speaking or reading, designed for young pupils.

---

CINCINNATI:
SARGENT, WILSON & HINKLE.
NEW YORK: CLARK & MAYNARD.
PHILADELPHIA: J. B. LIPPINCOTT & CO.

*Simple, Comprehensive, Practical, Thorough.*

## RAY'S NEW ARITHMETIC—ALGEBRAS.

*Each* BOOK *of the Arithmetical Course, as well as the Algebraic, is Complete in itself, and is sold separately.*

**PRIMARY ARITHMETIC.**—RAY'S ARITHMETIC, FIRST BOOK; simple Mental Lessons and tables for little learners.

**INTELLECTUAL ARITHMETIC.**—RAY'S ARITHMETIC, SECOND BOOK: the most interesting Intellectual Arithmetic extant.

**PRACTICAL ARITHMETIC.**—RAY'S ARITHMETIC, THIRD BOOK: for schools and academies; a full and complete treatise, on the inductive and analytical methods of instruction.

**KEY TO RAY'S ARITHMETIC,** containing solutions to the questions; also an Appendix of test Examples for the Slate and Blackboard.

**RAY'S NEW HIGHER ARITHMETIC.**—The Principles of Arithmetic, analyzed and practically applied. For advanced classes.

**KEY TO RAY'S HIGHER ARITHMETIC,** containing full and lucid solutions to examples in that work.

**ELEMENTARY ALGEBRA.**—RAY'S ALGEBRA, FIRST BOOK; for common schools and academies; simple, thorough, progressive.

**HIGHER ALGEBRA.**—RAY'S ALGEBRA, SECOND BOOK; for advanced students in academies, and for colleges; a progressive, lucid, and comprehensive work.

**KEY TO RAY'S ALGEBRA, 1st and 2d BOOKS, in one vol., 12 mo.**

---

## Preparing for Publication.

**I.—THE ELEMENTS OF GEOMETRY,** embracing plane and solid geometry, with numerous practical exercises. **II.—TRIGONOMETRY AND MENSURATION,** containing logarithmic computations, plane and spherical trigonometry, with their applications, mensuration of planes and solids, with logarithmic and other tables. **III.—SURVEYING AND NAVIGATION;** surveying and leveling, navigation barometric hights, etc.

To be followed by others, forming a complete Mathematical Course for schools and colleges.

---

CINCINNATI:
SARGENT, WILSON & HINKLE.
NEW YORK: CLARK & MAYNARD.
PHILADELPHIA: J. B. LIPPINCOTT & CO.

*Preferred by the best Teachers.*

## PINNEO'S SERIES OF GRAMMARS.

**PINNEO'S PRIMARY GRAMMAR**: a simple and thorough elementary work for common schools.

**PINNEO'S ANALYTICAL GRAMMAR**: a complete treatise for schools and academies.

**PINNEO'S ENGLISH TEACHER**: a simple, practical, and thorough work on the Analysis of English sentences.

## PECULIARITIES OF THIS SERIES.

1. Simplicity of arrangement, definitions, rules, exercises and illustrations.
2. Variety and attractive nature of the exercises, which are varied and full.
3. Minute and extensive analysis—introduced early and continued to the close.
4. Composition is taught in all its elementary principles.

## THEIR POPULARITY.

Probably no series of grammars published, ever attained so firm an introduction into the best schools of the country.

This is owing to their rare and unquestioned merit, as numerous testimonials from leading educators show.

They are commended as "works of the highest merit,—clear, comprehensive, practical and thorough, embodying the true system of teaching the principles of the English language."

Their philosophical plan and simplicity of arrangement, the progressive character of the lessons, the abundance, variety and excellence of the exercises, and their admirable adaptation to the wants of both pupil and instructor, leave little need of further improvement."

---

CINCINNATI:
SARGENT, WILSON & HINKLE.
NEW YORK: CLARK & MAYNARD.
PHILADELPHIA: J. B. LIPPINCOTT & CO.

THE

# ECLECTIC EDUCATIONAL SERIES,

PUBLISHED BY SARGENT, WILSON & HINKLE,

**137 Walnut Street, Cincinnati.**

## SPELLING—READING.

**McGuffey's New Primary School Charts:** A Series of Six Numbers; designed to accompany McGuffey's New Eclectic Readers. Are 2½ feet wide and 3 feet long, printed on large, beautiful type: to be suspended on the wall of the School Room.

**McGuffey's Newly Revised Eclectic Spelling Book:** containing more than *Twelve Thousand* words, mostly *primitive*, with rules and examples for the formation of *derivatives*. . . . 16mo., 144 pages.

**McGuffey's New First Eclectic Reader:** containing the alphabet, and simple, easy lessons of words of one and two syllables, in reading, for little learners. Profusely illustrated. . . 16mo., 84 pages.

**McGuffey's New Second Eclectic Reader:** easy lessons in reading and spelling, for young pupils. Contains carefully-arranged drill exercises in Articulation, upon the vowel and consonant sounds. Richly illustrated. . . . . 16mo., 160 pages.

McGuffey's New Third Eclectic Reader: containing interesting and instructive primary lessons, for young pupils. Drill exercises in Artieulation continued. Illustrated. . . . . 16mo., 240 pages.

McGuffey's New Fourth Eclectic Reader: embraeing ehaste and instruetive lessons in prose and poetry, for the young. Drill exereises in Articulation eontinued, and primary lessons on Aeeent and Inflection introduced. Illustrated. 12mo., 216 pages.

McGuffey's New Fifth Eclectic Reader: eontaining choice extraets in prose and verse, for middle classes; also drill exercises in Artieulation, Inflection, Emphasis, etc. . . . 12mo., 336 pages.

McGuffey's New Sixth Eclectic Reader: a rhetorical reading book, for the more advaneed elasses. The principles of eloeution explained and illustrated in a more extended and systematie form than in the preceding volumes. . 12mo., 448 pages.

McGuffey's New High School Reader: containing eopious classic exercises, for the highest classes in Schools. The best selection of literary gems for school reading ever compiled. . . 12mo., 480 pages.

## READING—DECLAMATION.

McGuffey's New Juvenile Speaker; embracing choice and animating exercises in speaking or reading, for young pupils. Just the book for the boys: the selections new, fresh, and racy. 12mo., 228 pages.

SARGENT, WILSON & HINKLE, Cincinnati.

McGuffey's New Eclectic Speaker, comprising Three Hundred exercises for reading or declamation. May be used as a reader or speaker, the selections being adapted to the *double* purpose of declamation and reading. Highly approved wherever it has been adopted. . . . . 12mo., 504 pages.

## ARITHMETIC—ALGEBRA.

Ray's Arithmetic, First Book (Primary); embracing short and simple Mental Lessons, and Tables — Addition, Subtraction, Multiplication, and Division — for little learners. . . 16mo., 80 pages.

Ray's Arithmetic, Second Book (Intellectual); by induction and analysis; a thorough course of Mental Exercises. The best Intellectual Arithmetic extant. . . . . 16mo., 164 pages.

Ray's Arithmetic, Third Book (Practical): for Common Schools and Academies. A full and complete treatise on the inductive and analytic methods of instruction. . . . . 16mo., 320 pages.

Key to Ray's Practical Arithmetic, containing solutions of problems in Ray's Third Book; also, a large amount and variety of examples for the slate or black-board. . . . . 12mo., 224 pages.

Ray's Higher Arithmetic, in which the principles of Arithmetic are rigidly analyzed and practically applied: for advanced classes and business men. A very superior work. . . 12mo., 370 pages.

Key to Ray's Higher Arithmetic. A small, neat volume, containing full and lucid solutions to the more difficult problems in that work. 12mo., 180 pages.

Ray's Test Examples; a New Book, embracing over Three Thousand carefully-prepared practical problems for the slate or black-board; for drill exercises and review. Two editions published—one, without Answers, 136 pages; the other, with Answers. . . . . 16mo., 168 pages.

Ray's Algebra, First Book (Elementary); a simple, thorough, and progressive elementary treatise, for Common Schools and Academies. Designed to impart both a practical and theoretical knowledge of the subject. . . . . 12mo., 240 pages.

Ray's Algebra, Second Book (Higher); an analytical treatise, for advanced students in High Schools and Academies, and for Colleges: a lucid and comprehensive work. . . . . 12mo., 396 pages.

Key to Ray's Algebra, First and Second Books; containing statements and solutions of questions; also, an Appendix, embracing Indeterminate and Diophantine Analysis, etc. . 12mo., 344 pages.

## ENGLISH GRAMMAR.

Pinneo's Primary Grammar, for Common Schools; a small, neat volume, presenting in a concise and simple manner the established principles of English Grammar. . . . . 16mo., 160 pages.

Pinneo's Analytical Grammar; a thorough and comprehensive treatise for advanced pupils. Has just been carefully revised and compared with the latest and best authorities, introducing the most valuable results of grammatical study, and numerous and varied exercises in Analysis. . . 12mo., 214 pages.

Pinneo's English Teacher; a brief and valuable introductory to the art of Composition, being a thorough, complete, and practical treatise on the analysis and synthesis of sentences. A very important and valuable work: no Teacher should be without it. . . . . 12mo., 240 pages.

## SCHOOL MUSIC.

The Young Singer, Part I, presents the rudiments of Music in a concise and simple manner, with elementary exercises sufficiently numerous and varied for ordinary purposes of instruction. The Music has been selected with especial reference to young pupils. . . . . 16mo., 192 pages.

The Young Singer, Part II, is a more advanced work, and designed as a complete Music manual, for Common, Grammar, and High Schools. It embraces a great variety of Music and Songs, both original and selected. . . . . 16mo., 160 pages.

The Young Singer, Parts I and II, embraces an interesting and varied collection of Juvenile Music, designed to meet the wants of pupils in all our Common and Select Schools, in which music is taught.

MISCELLANEOUS.

Object Lessons, or Things Taught; a systematic course of instruction in Composition and Object Lessons. Prepared by order of the Cincinnati Public School Board, for use in the Public Schools of that city. Recommended by the Teachers and adopted by the Board, and approved by the Ohio State Teachers' Association. . . . . 16mo., 96 pages.

Kidd's Elocution; a complete treatise on Vocal Culture, Reading, and Speaking. This work presents full directions and exercises for the cultivation of the voice, and the easy and thorough acquisition of the principles of Elocution. . 12mo., 480 pages.

DeWolf's Instructive Speller and Hand-Book of Derivative Words, designed to secure a thorough knowledge of the elementary sounds, and correct habits of pronunciation and orthography; containing Dictation Exercises, and a simple but complete study of derivative words. . 12mo., 168 pages.

Hemans' Young Ladies' Reader, for Female Schools, containing choice extracts in prose and poetry, selected from the writings of more than one hundred and thirty different authors; also, an introduction upon Vocal Culture. . . 12mo., 480 pages.

Evans' School Geometry; the Primary Elements of Plane and Solid Geometry, for Schools and Academies. A concise treatise, designed for that class of students who have not time to master the larger works. . . . . 12mo., 108 pages.

*EXCELLENT SCHOOL BOOKS.*

THE

# ECLECTIC EDUCATIONAL SERIES

EMBRACES

| | |
|---|---|
| McGuffey's Primary School Charts, . . | 6 Nos. |
| McGuffey's Eclectic Speller, . . . . . | 1 Book. |
| McGuffey's New Eclectic Readers, . . . | 7 Books. |
| McGuffey's New Eclectic Speakers, . . | 2 Books. |
| Ray's Series of Arithmetics, . . . . . | 7 Books. |
| Ray's Series of Algebras, . . . . . | 3 Books. |
| Pinneo's Series of Grammars, . . . . . | 3 Books. |

**GREAT MERIT.**—These School Books possess the highest merit, are more widely introduced than any other series published, and have received the cordial indorsement of the most intelligent and successful Teachers, throughout the Union.

**ECONOMY TO PARENTS.**—They combine the rare advantages of superior intrinsic merit, typographical beauty, *Cheapness*, and extensive uniformity of adoption and use.

## EXTENSIVE POPULARITY.

The Eclectic Series is recommended, at this time, wholly or in part, by the following State Superintendents of Public Instruction:

| | |
|---|---|
| Hon. Anson Smyth, | State Supt. of *Ohio.* |
| Hon. Miles J. Fletcher, | State Supt. of *Indiana.* |
| Hon. Newton Bateman, | State Supt. of *Illinois.* |
| Hon. T. H. Benton, Jr., | State Supt. of *Iowa.* |
| Hon. James L. Pickard, | State Supt. of *Wisconsin.* |
| Hon. Benj. F. Crary, | State Supt. of *Minnesota.* |
| Hon. Wm. R. Griffith, | State Supt. of *Kansas.* |
| Hon. Wm. B. Starke, | State Supt. of *Missouri.* |

Approved and adopted in many Schools in the **NEW ENGLAND STATES,** in **NEW YORK CITY** Public Schools—in the Public Schools of **PENNSYLVANIA**—and in nearly every other State where liberal attention is given to public instruction.

**SARGENT, WILSON & HINKLE, Cincinnati.**

*From* HON. ANSON SMYTH, *State Supt. of Public Instruction*,

**OHIO.**

I know of no other Readers which I could more earnestly indorse than MCGUFFEY'S NEW ECLECTIC SERIES. RAY'S ARITHMETICS need no praise. They are their own commendation. I esteem PINNEO'S GRAMMARS as among the best text-books extant for guiding the learner to a knowledge of the correct use of our language. ANSON SMYTH.

*From* HON. M. J. FLETCHER, *late State Supt. of Pub. Inst.*,

**INDIANA.**

The public sentiment, as expressed in Indiana by the almost universal use of the ECLECTIC EDUCATIONAL SERIES, was sufficient of itself to induce the STATE BOARD OF EDUCATION to recommend them.

In addition to this, *by careful examination*, I am well satisfied that their true intrinsic and comparative merit entitles them to such recommendation. MILES J. FLETCHER.

*From* HON. NEWTON BATEMAN, *State Supt. of Pub. Inst.*,

**ILLINOIS.**

I believe no series of books ever obtained so many voices of approval from Teachers as MCGUFFEY'S ECLECTIC READERS. No other has been so popular throughout the West, we well know. RAY'S ARITHMETICS have deservedly shared in the popularity of the Ecleetic Series. The ALGEBRAS are clear, full, and comprehensive. NEWTON BATEMAN.

*From* HON. T. H. BENTON, JR., *State Supt. of Pub. Inst.*,

**IOWA.**

I have carefully examined the New Editions of MCGUFFEY'S ECLECTIC READERS, PINNEO'S GRAMMARS, and RAY'S SERIES OF ARITHMETICS and ALGEBRAS, and cordially approve them as text-books for our schools. Taking the whole series together—Readers, Grammars, Arithmeties, and Algebras—I do not believe a similar collection has yet been published which is better adapted to our wants. THOMAS H. BENTON, JR.

*From* HON. B. F. CRARY, *State Supt. of Pub. Inst.*,

**MINNESOTA.**

I have examined the ECLECTIC EDUCATIONAL SERIES of School Books, and have no hesitation in saying they are *Superior* to any similar text-books that have come under my observation. I rejoice that a Western House has been able to meet the increasing wants of the West in this great field. B. F. CRARY.

# APPROVED SCHOOL BOOKS.

## SPELLING—READING.

| | |
|---|---|
| McGUFFEY'S NEW PRIMARY SCHOOL CHARTS | 6 Nos. |
| McGUFFEY'S NEWLY REVISED ECLECTIC SPELLING BOOK | 16 Mo. |
| McGUFFEY'S NEW FIRST ECLECTIC READER | 16 Mo. |
| McGUFFEY'S NEW SECOND ECLECTIC READER | 16 Mo. |
| McGUFFEY'S NEW THIRD ECLECTIC READER | 16 Mo. |
| McGUFFEY'S NEW FOURTH ECLECTIC READER | 12 Mo. |
| McGUFFEY'S NEW FIFTH ECLECTIC READER | 12 Mo. |
| McGUFFEY'S NEW SIXTH ECLECTIC READER | 12 Mo. |
| McGUFFEY'S NEW HIGH SCHOOL READER | 12 Mo. |
| McGUFFEY'S NEW JUVENILE SPEAKER | 12 Mo. |
| McGUFFEY'S NEW ECLECTIC SPEAKER | 12 Mo. |

## ARITHMETIC—ALGEBRA.

| | |
|---|---|
| RAY'S ARITHMETIC, FIRST BOOK — (PRIMARY) | 16 Mo. |
| RAY'S ARITHMETIC, SECOND BOOK — (INTELLECTUAL) | 16 Mo. |
| RAY'S ARITHMETIC, THIRD BOOK — (PRACTICAL) | 16 Mo. |
| KEY TO RAY'S PRACTICAL ARITHMETIC | 16 Mo. |
| RAY'S HIGHER ARITHMETIC — (FOURTH BOOK) | 12 Mo. |
| KEY TO RAY'S HIGHER ARITHMETIC | 12 Mo. |
| RAY'S TEST EXAMPLES — (WITH ANSWERS) | 16 Mo. |
| RAY'S TEST EXAMPLES — (WITHOUT ANSWERS) | 16 Mo. |
| RAY'S ALGEBRA, FIRST BOOK — (ELEMENTARY) | 12 Mo. |
| RAY'S ALGEBRA, SECOND BOOK — (HIGHER) | 12 Mo |
| KEY TO RAY'S ALGEBRAS, 1st & 2d BOOKS | 12 Mo. |

## ENGLISH GRAMMAR.

| | |
|---|---|
| PINNEO'S PRIMARY GRAMMAR | 16 Mo. |
| PINNEO'S ANALYTICAL GRAMMAR | 12 Mo. |
| PINNEO'S ENGLISH TEACHER | 12 Mo. |

## MISCELLANEOUS.

| | |
|---|---|
| OBJECT LESSONS, BY LILIENTHAL AND ALLYN | 16 Mo. |
| KIDD'S ELOCUTION AND VOCAL CULTURE | 12 Mo. |
| CHAPMAN'S AGRICULTURAL CHEMISTRY | 16 Mo. |
| De WOLF'S INSTRUCTIVE SPELLER | 12 Mo. |
| EVANS' SCHOOL GEOMETRY | 12 Mo. |
| HEMANS' YOUNG LADIES' READER | 12 Mo. |
| THE YOUNG SINGER, PART I — (SCHOOL MUSIC) | 16 Mo. |
| THE YOUNG SINGER, PART II — (SCHOOL MUSIC) | 16 Mo. |
| THE LITTLE TEACHER, OR WORD METHOD | 16 Mo. |
| WHITE'S CLASS BOOK OF GEOGRAPHY | 16 Mo. |

SARGENT, WILSON & HINKLE, Cincinnati.